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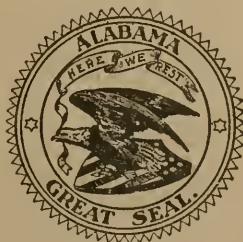


Class LB 1783

Book .A2A4

1915

A MANUAL  
FOR  
COUNTY INSTITUTE  
INSTRUCTORS



ISSUED BY  
THE DEPARTMENT OF EDUCATION  
MONTGOMERY, ALABAMA  
1915



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FOR  
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Montgomery, Ala.  
BROWN PRINTING COMPANY,  
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The life, the prosperity, and the perpetuity of this commonwealth inhere in agriculture.

The rural school is the institution nearest the soil.

It alone can be the apostle of intelligence, of industry, and of thrift for the regeneration of rural life.

And yet it has the humblest home, the most wretched equipment, and the most miserly support.

Its term is the shortest, its attendance the poorest, and its teachers the most transient and inexperienced.

If then the state depends upon agriculture:

If agriculture depends upon the intelligence, industry and skill of the tillers of the soil;

If these in turn depend largely upon the rural school;

It is as inexorable as fate that the exodus from the country to the city will never cease until the school is given that economic and social standing in the community that will make it strong enough and resourceful enough to meet the challenge of rural opportunity and need.

D. of D.  
UL 6 1915



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## COUNTY INSTITUTE LAW

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### AN ACT

To provide for the holding of teachers' institutes for teachers in this State and to make necessary appropriations for the same.

Section 1. *Be it enacted by the Legislature of Alabama*, That the sum of five thousand dollars (\$5,000.00) be appropriated annually out of the general school fund for the purpose of defraying the expenses of holding and conducting institutes for the white teachers of this State, and the further sum of fifteen hundred dollars (\$1,500.00) be and the same is hereby appropriated out of the educational fund for defraying the expenses of holding institutes for the colored teachers of the State.

Sec. 2. Institutes for the white teachers shall be held for a period of one week in each county of the State, at such time as may be determined by the county board of education during the months of July, August, September or October; provided, that the county boards of education of two or more adjoining counties, may by agreement, have conducted a joint institute for the counties participating in the agreement, at such a point as they may determine.

Sec. 3. There shall be conducted, for the colored teachers of the State, teachers' institutes at such places and times, and under such management and direction as may be determined by the State superintendent of education, and the money appropriated by this act, for the holding of institutes for the colored teachers, shall be so divided among the several places at which colored institutes are held as may, in the judgment of the superintendent of education, be fair and equitable, and secure the greatest good to the greatest number.

Sec. 4. The money appropriated by this act for the holding of institutes for the white teachers of the State, shall be apportioned by the superintendent of education to the several counties of the State in proportion or approximate proportion to the number of white teachers actually employed in the several counties of the State.

Sec. 5. It is hereby made the duty of the teachers to attend the institute which may be conducted in their own county for the benefit of teachers of the race to which they belong, unless such teachers are specifically excused from attending by the county superintendent, which excuse must be in writing, and approved by the chairman of the county board. It is made the duty of the State superintendent of education to cancel the certificate of any teacher who may fail to attend an institute for a period of not less than four days of each year, unless such a teacher shall secure the written excuse signed by the county superintendent and approved by the chairman of the county board of education or unless such a teacher may convince the State superintendent of education that he has attended for a period of not less than three weeks during the current year some educational institution during which time he was engaged in the work of professional training, either as a student or as a teacher, or unless he is the holder of a life grade State certificate.

Sec. 6. It is made the duty of each county superintendent of education to keep an accurate record of the attendance of all teachers during the institute, conducted for the teachers of his county, and to report the same to the State superintendent of education, showing the number of whole days which each teacher actually attended, provided that such time attended by each teacher shall not be counted as time taught nor shall any teacher receive any pay or compensation for attending an institute.

Sec. 7. Each teacher attending an institute shall pay to the county superintendent a fee of not less than fifty cents (50c) and not more than one dollar (\$1.00) which shall be used in that particular county to supplement the State fund appropriated by this act for the maintenance of teachers' institutes.

## FOREWORD

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**P**ERHAPS the most patent need in the educational system of Alabama is experienced and well-trained teachers. It is unfortunate that the impression has prevailed among country people that any one can teach a country school.

Seven thousand one hundred fifty-six white teachers were enrolled in our institutes the summer of 1914; 7% of them held life grade certificates, 20% first grade certificates, 37% second grade certificates, and 36% third grade certificates. The average term of service of these teachers was 4.3 sessions of seven months, only one-fifth of which time, little more than one session, was spent in the position last held. A considerable number of these teachers had not so much as completed the elementary course of study covering seven grades, and 27% of them had no training whatsoever above the elementary school. One-fifth of the teachers had attended one summer session of six weeks, one-twelfth had gone two summer sessions, one in thirty-five had attended for three summer sessions, and one in seventy had attended four or more summer sessions.

More than 1,500 white teachers begin work in our elementary schools each year and upon the basis of our institute enrollment cards, 1,200 of them have had no professional training whatsoever. The teachers' institute, therefore, is well-justified as a source of professional training in Alabama, for we cannot expect a full spirit of cooperation nor a large measure of hospitality to progressive methods in education on the part of our rural folk until we improve the quality of those who go among them to teach.

Institute conductors will be expected, therefore, to enter into the spirit of the opportunity that confronts them with these facts in full view. The general program which has been arranged for the institute is self-explanatory

and should be followed literally, for the institute will be largely what the conductor makes it. To wait until one arrives upon the scene to make arrangements for the details that must be worked out in each locality is to invite at best mediocre success. As for example, the textbook of the institute "Everyday Pedagogy" will almost surely not be purchased by the teachers unless the necessity of doing so has been brought to their attention some days in advance of the meeting.

Aside from the conductors, the most potent factor in the institute is the superintendent. He directs its purpose and molds its spirit. If he is present at every meeting on time to enforce punctuality and attendance, to call back to duty the teacher who would shirk, to keep in close contact with the instructors and to direct the discussions for the benefit of his teachers, to invite and insist upon the presence of patrons and school officials, to welcome visitors, and to keep the machinery of the institute oiled, good must of necessity result. If for any reason the institute does not succeed, the conductor should undergo a season of self-scrutiny in order that he may avoid such a recurrence.

From the character of those selected for the work this summer and the program which has been arranged, I feel that we are justified in expecting better results than ever before.

Very respectfully,  
WM. F. FEAGIN,  
*Supt. of Education.*

## PROGRAM FOR THE WEEK

### COUNTY INSTITUTES—1915

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**Note:** The county superintendent, or someone appointed by him, should be in the building in which the institute is to be held, on Monday, the opening day, by eleven o'clock in order that the teachers may have ample opportunity to enroll before the regular session begins at 1:30 in the afternoon. Questions one to eleven inclusive on the enrollment card should be filled when the teacher enrolls before the opening of the institute, but the information about the training of the teacher should not be written down until the institute is in session. The conductor will explain the meaning of each term and the teachers will write down the answers one by one following each explanation. It should be made clear that no teacher can comply with the law unless that teacher is present for enrollment on the first afternoon before the regular hour for beginning, and answers to roll call on each and every day and session thereafter.

#### MONDAY AFTERNOON

- 1:30 Opening Exercises. Music and Devotional.
- 1:45 Announcement by the superintendent of special plans for the week, such as department meetings, evening sessions, appointment of committees, ushers, reporter, secretary, pianist, etc. The superintendent should by all means appoint an official time keeper with call-bell, for service during the institute.
- 2:00 Introduction of Instructors:  
(At this time the conductor and the assistant should make a brief talk on the purpose of the institute, and the conductor should outline a plan for running the institute, insisting upon punctuality, continuous attendance, and the absolute necessity for each teacher to have and use throughout the institute the State Manual, a notebook, and such textbooks as may be required.)
- 2:15 The School and the Community.
- 2:45 Agriculture.
- 3:20 Vocational Work:  
(At this time reports will be made on the work done in the public schools of the county during the preceding year and plans for this work during the institute will be announced. The conductor should secure at this time the data called for on page 4 of the compilation sheet.)

## TUESDAY FORENOON

## 8:40 Opening Exercises:

(This should be varied each day and should serve as a model for the rural schools in the county. See to it that the institute learns at least one new song each day.)

## 9:00 Textbook Study: Everyday Pedagogy—Lincoln.

(This book will be on sale at the regular book store in the town where the institute is to be held. The special price of the book is eighty cents. Besides being used in the institutes, this book is on the teachers' reading circle course for the State and will be used by the Board of Examiners as a basis of examination in the theory and practice of teaching and class management during the year 1915-16. The teachers are required to bring this book with them and the instructors must assign and conduct the regular lessons and not mere quizzes on this book.)

## 9:40 Department Meetings:

(At this time the teachers will separate into at least two sections, the one consisting of teachers in primary grades, the other consisting of teachers in grammar grades, and where conditions justify, a third section should be formed consisting of teachers in high school grades.)

## English:

Elementary Section: Reading in Primary Grades.

Grammar School Section: Reading in Grammar Grades.

## 10:20 Recess:

(The recess time should be used in organized play and such games should be taught as can be played in the elementary schools of the county. Of course, time should be given for getting water, and allowance should be made for weather in case of extreme heat.)

## 10:40 Department Meetings—

## English:

Elementary Section: Spelling in Primary Grades.

Grammar School Section: Spelling in Grammar Grades.

## 11:20 Agriculture.

## 11:55 Questionnaire—Conditions Under Which Rural Teachers Live:

(A copy of the questionnaire is to be filled out by each teacher who taught during the past session in a school which was not located in an incorporated town. It is suggested that the teachers be separated and that the



conductor supervise the filling out of the questionnaire by male teachers and the assistant supervise the work being done by the female teachers. The conductors should see that every question is answered in full.

12:15 Recess.

### TUESDAY AFTERNOON

2:00 Music, Announcements, etc.

2:15 School Sanitation and Health.

3:00 Department Meeting:

(a) Vocational work for boys.

(b) Vocational work for girls.

(At this time the institute will divide into two sections, the members of (a) group giving their time to manual arts, and the members of (b) group giving their time to domestic arts.)

### TUESDAY EVENING

8:00 Annual Institute Social.

(This should be one of the most enjoyable and helpful occasions of the institute. This opportunity comes but once a year and should be used for all it is worth. Keeping in mind that the main object is to get acquainted, three elements should characterize this occasion: First, some method of getting acquainted; second, good music; third, amusement for all. A committee should give to each teacher who enters, a tag to be worn during the evening, on which the wearer's name should be written. The "Get-Acquainted Committee" should have assistants on the lookout to see that strangers and timid teachers are made to feel at home. A resourceful committee can easily plan some form of amusement suited to local conditions. Some social games, or special features which will make it impossible for the bashful young men to line up on one side of the house and the self-conscious maidens on the other, should be provided. No one thing will do more to cement the friendship of the teachers of the county and make the social side of the institute a real pleasure than the annual institute social, if properly and wisely planned.)

### WEDNESDAY FORENOON

8:40 Opening Exercises.

9:00 Textbook Study—Everyday Pedagogy.

9:40 Department Meeting:



English:

Elementary Section: Model Reading Lesson,  
using teachers as pupils.

(Teachers are expected to bring such books for this  
work as they may have been directed.)

10:20 Recess.

10:40 Department Meeting:

English:

Elementary Section: Language in Primary  
Grades.

Grammar School Section: Language in Gram-  
mar Grades.

11:20 Agriculture:

12:05 Recess.

#### WEDNESDAY AFTERNOON

2:00 Music, etc.

2:15 School Improvement in.....County.

3:00 Department Meeting:

(a) Vocational work for boys.

(b) Vocational work for girls.

#### THURSDAY FORENOON

8:40 Opening Exercises.

9:00 Final Textbook Study.

9:25 Reading Circle:

Organization and plans for work in the county  
for the coming year.

9:50 Department Meeting:

Elementary Section: Arithmetic in Primary  
Grades.

Grammar School Section: Arithmetic in Gram-  
mar Grades.

10:30 Recess.

10:50 Department Meeting:

English: Elementary Section: Model Language  
Lesson.

11:25 Community Clubs.

12:05 Recess.

## THURSDAY AFTERNOON

- 2:00 Music, etc.  
2:15 Local Taxation and the Local Tax Amendment.  
3:00 Department Meeting:  
    (a) Vocational work for boys.  
    (b) Vocational work for girls.

## FRIDAY FORENOON

- 8:40 Opening Exercises.  
9:00 Department Meeting:  
    Elementary Section: Geography and History  
        in Primary Grades.  
    Grammar School Section: Geography in Gram-  
        mar Grades.  
9:30 Illiteracy in.....County—Let's Remove It.  
10:30 Recess.  
10:40 Superintendent's Round Table.  
    (At this time the superintendent will be expected to  
    outline his plans for the coming year, as, for example,  
    the holding of the uniform seventh grade examination,  
    and he should give such other information as may be de-  
    sired by members of the institute in regard to blanks,  
    forms, and the like, and answer any and all questions re-  
    lating to better conditions in the schools of the county.)  
11:20 Five-minute closing addresses—Instructors.  
11:35 Business session.  
    (At this time necessary business matters should be  
    attended to, such as the discussion of resolutions, the or-  
    ganization of a permanent county teachers' association,  
    and the distribution of the certificates of attendance.)  
12:00 Institute adjourns.

## EVERYDAY PEDAGOGY

LINCOLN

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MUCH of the pedagogy in many of our books for teachers is hazy and far-removed from the school-room. The material is impracticable and therefore unintelligible, especially to beginning teachers. In the selection of *Everyday Pedagogy*, however, as a text for institute work, we have a book that is admirably suited to the needs of just such teachers as attend our summer institutes. The teacher in the rural community stands alone and must find her own solutions for her school problems. In our text, Miss Lincoln treats the problems that most likely will arise with a directness and simplicity which make the application of psychological principles to schoolroom practice comparatively easy.

To so use the book in our institutes as to inspire the teacher (for it is a matter of inspiration largely) to rely upon and use it as a guide in her work, is the big problem for institute workers. The thoughtful conductor, therefore, will make every effort to see that copies of the book are in the hands of the teachers at the beginning of the institute, and to this end the assistance of the county superintendent of education should be urgently requested some weeks before the opening day. In fact a letter suitable for publication in the papers of the county might well be prepared by the conductor for the use of the superintendent.

It is perhaps needless to say that the instructor must believe in the book, and this belief will come from a close study of it and its possibilities for the teachers who are to use it. In the assignment and presentation of all subjects on the program, the text should be used as a basis, and frequent references should be made to the content. If the subject, for instance, is reading, the teacher should be required to read the chapter on the subject before the period set apart for it on the program, and the conductor

should test this preparatory work by two or three searching questions. Mere reference to the book should, under no condition, satisfy the instructor and not infrequently he should call upon members of the institute to read striking passages bearing upon the particular phase of the subject under discussion. This means, of course, that the exact location and substance of passages to be so used should be in the mind of the instructor.

While the chief value of the book is its wealth of usable material for the teacher, two other reasons should be given in order to induce every teacher in the institute to procure the book: (a) It is one of the books on the Teachers' Reading Circle Course; (b) It has been selected by the Board of Examiners as the basis for examination on the theory and practice of teaching and class management for the year 1915-16.

Definite lessons in the text should be assigned for the week in such a way as to impress upon the teachers the real help the book has for them in their work. The recitation should be so conducted as to require serious preparation on the part of every teacher in the institute, and if the work is properly done, this book will be a constant source of help to each and every teacher long after the little that the institute instructor may have been able to say has been forgotten.

## OPENING EXERCISES

**Morning Exercises**—Should be well planned, brief, to the point, and set the standard of cheerfulness and good will for the entire day.

**Variety**—Devotional, story telling, dramatizing, quotations and miscellaneous.

**Devotional**—Story of Joseph in a continued form, story of Daniel, or the beautiful story of Ruth, are all good.

**Story Telling**—Any good story. If continued and with a moral, so much the better.

**Dramatizing**—Little Red Riding Hood; Indian life with wigwam and kettle on sticks over fire; An Eskimo village; Fairy land.

**Quotations**—A morning with Longfellow, Whittier and Lanier. Have quotations on board and author's picture decorated with flowers, if possible.

#### MORNING EXERCISES FOR A ONE-TEACHER SCHOOL

**Reading**—Short, simple Scripture lesson.

**Song**—Selected.

**Prayer**—Lord's Prayer, or original short one.

**Story**—Now children, may I tell you a beautiful story that happened a long, long time ago. If everyone will be as still as a mouse, I will tell it—

Once there were four little boys who lived a way off in a great big woods with no one to play with them but the trees, the birds, the streams and the flowers. They learned to love all these things with which they played, especially the flowers. Every day they went into the woods and gathered their arms full of flowers, which they thought dropped down from heaven. They had long wished for a flower garden that they might cultivate, and see the flowers grow.

They were so good to their mamma and so kind to every one, that one beautiful moonlight night a fairy came to them and said he would give them some seed that would grow into beautiful flowers. The first little boy liked red flowers, so he chose the seed that would grow into beautiful red flowers. The second liked white, so he chose the white. The next liked blue, so he chose the blue, and the last liked yellow, so he chose the yellow. The first little boy planted his seed in long beds like this (draw red lines of flag with crayon turned down flat.) The second planted his in long beds also like this. (Draw white lines of flag.) The third little boy planted his in a square up in the left hand corner. (Draw with blue crayon.) The last little boy planted his in a long bed by the side of the blue. (Draw staff of flag.) It was now so beautiful, the fairy came back to see it and was so pleased he went back up in the bright blue sky and brought down some beautiful stars like this (draw stars in the blue) and put them here and now we have our own dear flag. Isn't it beautiful?

Ask questions about flag. Sing "Red, White and Blue."

## MORNING EXERCISES FOR A TWO-TEACHER SCHOOL

Short Bible reading—Story of Ruth.

Song—Selected.

Prayer.

Now children, how many thought to bring something to school that you would like to know something about? Did I not promise to tell you something about anything that you would bring—(Several hands go up and quite a variety of things come in. One little girl brings her doll and wants to know how and where it is made. A boy who has never been known to be interested in his lessons, brings a strange kind of bug to learn about, another a piece of coal.)

How many would like to know about this lump of coal? If I were to tell you it was once a green plant with leaves and stems, and roots; would you think it true? Yes, it was once a plant just like we see growing around us every day. Well, how did it get to be coal and in such great quantities far down under the mountains? Geology teaches us that a long time ago, perhaps before man came on the earth, there was an age called the carboniferous age, when the little plants and ferns that now grow at our feet grew to be great giant trees. The forests were very thick and dense like this—(draw forest on the board). One could scarcely walk or see through them. These forests grew on for thousands of years. After while we think that a great earthquake came and caused the mountains (draw mountains) to be piled or slid over on this great forest and buried them (slide mountains over on forest) hundreds of feet on the rocks. And this great forest after thousands of years turned into a great bed of coal like this (with black crayon draw seam of coal at base of mountain).

We sometimes find stumps, logs and fern leaves in our coal mines showing beyond a doubt that coal was once a growing forest of plants and trees. (Display any specimen you can get of this nature.)

(Give time for questions.)

Tomorrow we will talk about Mary's doll.



## ENGLISH

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GAIN English is given prominence in the program. Its practical value, its parts in the mastery of other subjects, and the poor way in which it is generally taught, seem to justify the continuing emphasis which the subject receives. It is obligatory on conductors to present the work in such a way as to inspire teachers with a desire to teach the subject better than it has ever been taught before. The experiences, processes, and outlook of the child should constantly be kept in mind and appealed to in our efforts to vitalize the work.

### PRIMARY READING

(See State Manual, pages 49-58)

- I. Importance of reading—Special importance in primary grades.
- II. Importance of creating desire for reading on child's part, and how to help to do this, making work of learning interesting.
- III. Methods—Combination of Sentence Words and Phonic Methods.
- IV. Two Phases.
  1. Mechanical—Mastery of words and symbols, Teacher's preparation in choosing right words, providing objects, cards, blackboard space, charts and interesting drills.
  2. Thought.
    - (a) Subjects for lessons,—from child's world, home life, social activities, nature's world, play world, stories, etc.



- (b) Illustrate by using one subject.
- (c) Getting and Giving Thought.
- (d) Correlation with other subjects.

#### V. Phonics.

- (1) Importance.
- (2) When begun.
- (3) Includes:
  - Ear drills.
  - Ear and lip drills.
  - Association of sound with symbols.
  - Thinking, or sounding silently.
  - Making out words by sounds.
  - Building words by sounds.
  - Drill! Drill! Drill!
- (4) Helps:
  - Blackboard space.
  - Cards.
  - Charts.
  - Interesting drills.

#### VI. Books.

- (1) When begun and how work is articulated with work previously given.
- (2) How used.
- (3) Preparation before reading in book.
- (4) Getting thoughts before giving expression.
- (5) Illustrate, if possible, with children.

#### VII. Aims of Primary Reading (in short summary).

##### MODEL LESSON

"Jack, be nimble; Jack, be quick;  
Jack, jump over the candlestick."

Get rhyme from class. Have more than one say it.  
Question children as to understanding of rhyme. Have it on board or chart (in script). Have illustration if pos-

sible. Have rhyme read by more than one child. (Reading can be done by those who know it.)

Let children play jumping over some object.

What have we tried to do?

In the rhyme, what did we tell Jack to do? Let's find the part of the rhyme which tells Jack to do this.

Little boys and girls can jump. And I know something else that can jump. If we hold up something to eat, what will the dog do to get it?

What is this that can jump for something to eat? Tell me that about a dog. Teacher writes, "A dog can jump."

If we want the dog to jump for the meat we hold up, what would we say?

"Jump, dog!"

Suppose it is Kitty. What would we say?

"Jump, Kitty."

Such sentences as these are on the board:

I can jump.

A dog can jump.

Jump, dog!

Jump, kitty!

Who is that we tell to jump? (pointing to last sentence.)

This is Kitty's name. What does this word say (pointing to "jump")? Who can find another "jump"?

I shall let the crayon tell some one to do it. Teacher writes, "Jump, John!"—touching John if he does not know his name (thus for several children).

Show card with "Jump" on it.

Give children seat work and leave them in care of some teacher previously asked to take charge of them. Then begin a discussion and answer questions in regard to lesson.

### GINGERBREAD BOY

(In "Stories to Tell Children," by Sara Cone Bryant.)

Tell story in story period.

Questions to get children to give story.

Show cut-out picture of Gingerbread Boy.

By different questions get some child holding it to say, "This is the Gingerbread Boy."

Teacher says, "I shall make the crayon say that" (writing it on the board).

"You may take it and say it again, John," and so on, until several have read this sentence.

When the little old woman took Gingerbread Boy out of the oven, what did he do?

By definite questions get, "Gingerbread Boy ran away."

As he ran along he came to a ..... Can you tell me what it was, Annie? He came to a cow. (Write.)

Gingerbread Boy told the cow to do what? How must she run? Tell me that. "Run, run, as fast as you can. Tell me what he passed next. What did he tell the horse to do?

"Run, run, as fast as you can."

Who were in the barn?

When they tried to catch him, what did he say?

"Run, run, as fast as you can!"

When the mowers tried to catch him and even when he met Brother Fox, he said the same thing. Let's all tell it.

Then show cut-out pictures of other characters in the story. Give one to each child and let them play the story.

After a little exercise—imagining that several lessons have been given, writing sentences such as those above, show next step, finding words.

Use sentences already on board to save time.

This is the Gingerbread Boy.

Gingerbread boy ran away.

He came to a cow.

Run, run, as fast as you can!

Run, run, as fast as you can!

Run, run, as fast as you can!

Have sentences read (or told) by different children.

Who can touch one that says, "Run, run, as fast as you can!" Who can run?

Tell me that, Fred. "I can run."

John may stand. When I say, "Run," let's see how fast John can run to the door and back.

Now I shall let the crayon tell John to do this. Wait until I write it. Now! (Writes, "Run, John.")

Here is John's name. Can you tell me what the other word says? Let's see who can find it over in the Gingerbread Stories.

Touch it again, Lucy. Put a line under it in another place, Mary.

Show card with //// on it.

Give children seat work. Leave them in care of a teacher previously asked to take them. Then begin a discussion and answer questions in regard to lesson.

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## GRAMMAR GRADE READING

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(See State Manual, pages 49 to 63.)

### I. Importance:

Importance of reading as a thought-getting process should be stressed. Emphasize the fact that thought reading is the key to all knowledge. Mastery of all other subjects in the course depends upon mastery of reading.

### II. Aim:

- (a) Primary: Thought-getting; a stronger power of interpretation; a deeper appreciation of good literature; mastery of words and construction of the English sentence. Reading of this character is a necessity.
- (b) Secondary: To read well orally. An accomplishment to be desired but not a necessity.

### III. Subject Matter:

- (a) Basal: Should be rather difficult. Use for test and drill.

Test to ascertain:

- (1) If child has read with understanding.

- (2) If child can read with expression.
- (3) If child's vocabulary is being increased.
- (4) If child's ability to interpret and to appreciate is being developed.

**Drill** for power to read with understanding, facility, and pleasing expression.

- (b) **Supplementary:** Should be easy, pleasurable, informational, and peculiarly adapted to the needs and interests of pupils. It should be such as will inspire a love for good reading, create a desire to know; and be of intrinsic value. Select from State Adopted books, School Library, daily and weekly newspapers, school papers, and government bulletins.

#### IV. Method:

- (a) **Assignment**—Choose selections appropriate for the time and the class. Create a sympathetic atmosphere for the selection to be studied. Assign definite study questions.
- (b) Have much silent reading and less oral reading. Call for reproduction. In this way be sure that children are interpreting correctly. The class is then ready for oral reading.
- (c) **Application**—Construction, drawing, painting, composition, and dramatization.
- (d) Let the work in supplementary reading alternate with the work in the basal reader rather than follow it.

#### V. Illustrative Material:

Postcards, railroad folders, pictures from magazines, calendars, and other sources.

#### VI. Correlation:

- (a) Correlate the reading with other subjects as much as possible. For instance, study Timrod's

poems, "Spring," and "The Cotton Boll" in connection with the history of the War between the States, or Lanier's "Song of the Chattahoochee" when the geography work is on the State of Georgia.

- (b) Suit selections to seasons, occasions, and conditions.

#### VII. Home Reading:

- (a) So conduct your classroom reading as to make children wish to know more of the subjects taught.
- (b) Show an interest in what children are reading. Encourage them to talk to you about it.
- (c) Read to them such books as will create interest and make them want to read for themselves.
- (d) Encourage children to make a list of what they read and to report to you.
- (e) Discover interests of children. Provide reading matter to meet these interests or keep children informed as to sources of such reading matter.

#### VIII. Some Errors in Teaching Reading:

- (1) Too much oral reading and too little thought reading.
- (2) Practically all reading lessons are oral drills, **testing** being much neglected.
- (3) Too little memory work. Commit many passages to memory, especially poetry.
- (4) Poetry is poorly read—opportunities for developing beauty of rhythm are neglected.
- (5) Too much criticism of pupils by pupils—little of this criticism is constructive or positive.
- (6) Too much drudgery—a proper appreciation and distinction of the aims of basal and supplementary reading will aid in overcoming this.
- (7) Too much passing to front of class in crowded classrooms—use the time so consumed in reading.

- (8) Too much re-reading of subjects and books—use new matter.
- (9) Too much spelling as a guide to pronunciation—teach pupils the diacritical marks.
- (10) Too many interruptions while pupil is reading. Criticize and correct when the pupil has finished reading.
- (11) Too little "Dictionary Habit." Cultivate it.
- (12) Too much re-reading by better pupil for contrast. This discourages the poorer pupils.

#### IX. Model Lesson:

Conduct a lesson exactly as you would in the school-room. Have children for the lesson if possible. If this cannot be done, use the teachers. Have books, assign a lesson, and teach it.

#### PRIMARY LANGUAGE

(See State Manual, pages 67 to 74)

##### I. Aim.

1. To secure free expression.
2. To quicken the imagination.
3. To inspire high ideals for forms of speech.
4. To cultivate a taste for good literature.

##### II. Subject matter.

1. Experiences of the child.
  - a. At home.
  - b. In his games.
  - c. At school.
2. Stories.
  - a. Animal stories.
  - b. Nature stories.
  - c. Stories from literature.
3. Nature studies.
  - a. Animal life.
    - (1) Birds.
      - a. Crow.
      - b. Mockingbird.
      - c. Redwinged blackbird.



- (2) Insects.
  - a. Butterflies.
  - b. Bees.
  - c. Wasps.
- (3) Cat.
- (4) Hen and chickens.
- (5) Frogs and tadpoles.
- b. Vegetable life.
  - (1) Flowers and grasses.
    - a. Fall flowers.
    - b. Spring flowers.
  - (2) Garden work.
    - a. Seed planting.
      - 1. Germination.
      - 2. Growth.
- 4. Poems.
  - a. Mother Goose rhymes.
  - b. Memory gems.
    - (1) Historical, related to season.
    - (2) Ethical.
    - (3) Aesthetic.
- 5. Pictures.
  - a. Classical.
    - (1) The Angelus.
  - b. Historical.
    - (1) George Washington.
    - (2) Columbus.
  - c. Geographical.
    - (1) Pictures of countries.
      - a. Dutch landscape.
      - b. English sheep picture.

### III. Method.

- 1. Conversational lesson on familiar subject.
  - a. To overcome the child's timidity.
  - b. To secure clear enunciation.
  - c. To insure correct pronunciation.
  - d. To obtain full statements for answers.

## 2. Narration of experiences.

- a. To overcome discursiveness.
- b. To secure sequence of events.
- c. To gain a command of good English.

## 3. Stories.

- a. Reproduction.
  - (1) In parts by means of questions.
  - (2) As a whole to note impression of child.
- b. Dramatization.
  - (1) Having parts read from book.
  - (2) Having children memorize parts.

Note 1. Drill on correct expressions outside the lesson.

Note 2. Teacher must make story her own, so that she can tell it as naturally as if talking.

## 4. Nature studies.

- a. Have objects to be studied.
- b. Have children give results of observations already made.
- c. Cultivate the power of observation.

## 5. Poems.

- a. Taught by rote:
  - (1) To bring out jingle in rhymes.
  - (2) To bring out underlying thoughts in gems.

## 6. Pictures.

- a. By questioning:
  - (1) To direct attention to important characteristics.
  - (2) To discern the artist's thought by:
    - a. Scenery.
    - b. Pose of figures.

## IV. Written work.

- 1. Original work.
- 2. Simple letter-writing.
- 3. Incidents in lives of great men.

## 4. Dictation.

a. Used as a medium to teach formal English.

- (1) Capitalization.
- (2) Punctuation.
- (3) Kinds of sentences.

**MODEL LESSON**

## I. Grade I, II, or III.

1. Teacher present story in natural manner, and in language suited to grade.
2. Question to draw attention to kind of sentence to be taught.
3. Write sentence on board with proper punctuation and capitalization.
4. Write sentence on board, punctuation and capitalization supplied by pupils.
5. Pupils give original sentences of kind taught, first oral then written.

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**GRAMMAR GRADE LANGUAGE**

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(See State Manual, pages 74 to 84)

## I. Aim:

To arouse a deeper conscience for correct expression,  
and create a greater love for good literature.

## II. Subject matter:

1. Adapt the contents of the text to the needs of the class.
2. Continue the study of such words as need continual drill in order to be readily used.
3. Poems of different types showing the practical side of different phases of life.
4. Description of persons, places or things.
5. Narration of experience or incidents.
6. Stories of adventure, heroism, altruism, history, animals and nature.

7. Material from other subjects in the course.
8. Work on imaginative subjects.

### III. Method.

1. In the word drills do not be content with merely giving the lessons and calling attention to the correct use, but drill until the words are fixed in the minds of the pupils.
2. In teaching a poem:
  - a. First create a sympathy for the central thought before presenting the poem to the class.
  - b. Present the poem as a whole, then teach it in detail.
  - c. Have every possible form of expression—reading, oral and written reproduction, discussion of particular parts of the poem, drawing, etc.
3. Stories should be made your own, so as to be able to tell them in the most natural manner. Secure different forms of expression as in teaching a poem.
4. In any oral expression do not hamper the child with constant corrections of errors, but note them in your mind, call attention when he has finished and at a convenient time, drill in correct form until a conscience is aroused which will always rebel when the same errors are made.

### IV. Dictation:

Be sure that the children understand the thought in the lesson to be given.

### V. Written work:

1. Make it a rule never to accept anything which does not represent the child's best effort.
2. Do not give more written work than can be done well.
3. Drill in correct form.

4. Be sure that the subject to be used is of interest to the children, and that they have some knowledge of it.
5. The most important phase of written work is letter writing.
  - a. Require correct form.
  - b. There must be a genuine interest in the letter. Select subjects that touch the children's lives. Encourage individuality by allowing the children to mail their letters. Preserve work through the year and let them compare their letters at different times, so as to see improvement.

VI. Correction of errors may be done in different ways:

- (a) Frequently mark errors and have children rewrite the papers.
- (b) When an error seems to be general attack it at the recitation period, discuss the correct form, and drill on it.
- (c) When possible, give individual criticism.

VII. Model lesson: October's Bright Blue Weather.

#### OCTOBER'S BRIGHT BLUE WEATHER

1. Teach poem in October. Discuss with pupils the months of the year. What month do you like best? Why? Compare October with January, with June. Have children bring to school October flowers, fruits and leaves. Close discussion by saying, "You have told me why you like October. Now I am going to let Helen Hunt Jackson tell you why she thinks it the most beautiful month in the year."

2. Teacher should read or recite in a conversational tone the entire poem.

3. Have children read first stanza silently. What does this whole stanza mean? What two words give the entire meaning?

Read the second stanza. How many of you have seen a bumble bee? What words describe the bumble bee in this stanza? What do these words mean?

In the third stanza we find two pictures. What are they? Why does the author say that chestnut burrs are like satin?

In the fourth stanza red apples look like jewels. What kind of jewels?

Read the first and last stanza silently. In what ways are they alike?

Now, look through the whole poem and find the colors and the sounds. How many things are there to taste? To smell?

4. How many of you like this poem? Why? Call on different children to read the stanza or stanzas that they like.

5. Many of the children have memorized some of it already. They may be asked to give all that they can without the book. They may be asked to illustrate the stanza or stanzas they like best.

Suggestions for presenting this poem may be found in "Teaching Poetry in the Grades," by Haliburton & Smith.

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## SPELLING IN PRIMARY GRADES

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### FIRST GRADE

Spelling in the first grade taught in connection with other lessons, especially reading and language.

Phonics must receive a great deal of attention. So-called spelling lessons for six or seven months are lessons in phonics.

Give ear drills for first two weeks. In the drills children discover that words are made up of sounds and to get the words they must blend the sounds. These drills lead up to phonics proper.

1. Teach the consonants and long and short vowel sounds.

2. Teach easy phonograms (blending of short vowel and consonant) such as at, et, it, ot, ut, an, en, in, on, un,

etc., and make lists of words containing the endings taught.

3. Give drills upon the blending of two or more consonants as sh, ch, th, wh, gr, sp, fr, st, etc.

4. Teach many easy syllables that are found in words of the First Reader, such as er, ing, ow, ack, ick, etc.

5. Teach the effect on the short vowel sound and also upon the c, g and s when the final e is added.

6. Make drill cards.

7. Review constantly.

8. Visualize new words before trying to write them.

9. Have pupils make easy words and indicate silent letters by drawing slanting lines through them.

10. Each pupil should know the letters of the alphabet in their order before leaving this grade.

11. Encourage children to write lists of families of words that have been learned.

12. Teach all new words in the reader carefully before permitting children to read the lesson silently or orally. Children, of course, will be unable to spell by letter all these new words, but they can get them by sound or as "sight words."

13. Words must be learned by the eye, the ear, and the hand.

14. Spell easy words that they need.

15. Give few words (two or three a day) and see that they are learned.

16. Teach the spelling.

17. Spelling lessons should be mostly oral.

18. Written lessons may be given at the desk, but preferably at the board.

19. Give easy dictation.

## SECOND GRADE

1. Thoroughly review all previous work and apply constantly the old knowledge in the attainment of the new.

2. Continue the work in phonics as outlined in the first year, giving new vowel sounds, combinations and phonograms.



3. Drill on syllables, accent and spelling by sound.
4. Give five or six words for regular lesson.
5. Emphasize the **teaching** of the lesson rather than the **hearing**.
6. Give familiar words used in every-day exercise and conversations and words we want the children to use.
7. Let many of the words fall in some natural group or order, as rose, root, stem, leaf, bud.
8. Drill on small but exceedingly troublesome words as is, are; was, saw; think, thank; which, what, etc.
9. Emphasize oral spelling.
10. Use words learned in sentences, poems, etc.
11. Introduce work in homonyms as *the* and *thee*; *ant* and *aunt*; *see* and *sea*.
12. Drill on capitals as used in writing names of persons, days of the week, months, county and town.

### THIRD GRADE

1. Review work of previous grade.
2. Continue work in phonics, adding new sounds of the vowels, other phonograms and syllables.
3. Reed's Primary Speller to page 87 and words taken from language, arithmetic, readers, etc.
4. Give six or eight new words each day.
5. Teach the lessons.
6. Drill on words commonly mispronounced as yes, apricot, often, put, recess, etc.
7. Drill on marking words and dividing words into syllables.
8. Give dictation work in connection with the language, etc.
9. Give oral and written lessons.
10. Have words neatly written with ink in Alabama Writing Speller.
11. In this as in all the grades, vary the ways of teaching and hearing the spelling lesson.

## SPELLING IN GRAMMAR GRADES

- I. The place of the textbook:
  1. The textbook should be used in accordance with the assignment in the State Manual.
  2. It should be supplemented with word lists from other subjects, the lists being selected and drilled upon before the pupil has occasion to write them.
  3. These lists should consist of words the pupils will repeatedly use in their written work.
- II. Combine the textbook and the incidental method:
  1. Insist on correct spelling in all written work.
  2. Add the words missed in the written work to the supplementary lists.
  3. Teach the pupils how to use the dictionary, and habituate them to use it when in doubt as to the spelling of a word.
- III. Teach the pupils how to study the lesson:
  1. In the lesson assignment call attention to the most difficult words.
  2. Train pupils to give most of study period to difficult words.
  3. Point out the probable difficulty.
  4. Teach the pupil to visualize the word.
  5. Have them call the letters in sequence, pronounce each syllable, pronounce the word, and write it.
  6. Have him repeatedly inaudibly spell the word and write it until the process becomes easy and accurate.
- IV. Words to be emphasized:
  1. The pupil needs to know how to spell his vocabulary.
  2. The words in textbook should be all taught, but especial emphasis should be given:
    - (a) Words the pupils use daily in written work.
    - (b) Words in most common use.

- (c) See State Manual, page 42, and A Measuring Scale for Ability in Spelling, by Russell Sage Foundation, Department of Ed., New York, for list of 1,000 such words.
- (d) Give special drill on these 1,000 words, drilling on each as it occurs in the textbook.



The accompanying cartoon was published in connection with a report of an educational survey of a New York City Elementary School which was made by representatives of the Bureau of Municipal Research. It indicates the blunder that is made in thousands of schools. The pupils spend a vast deal of time learning to spell the unusual words when they have never mastered the spelling of the common, every-day words which they will be likely to use in the simplest correspondence. Teachers are invited to study the illustration and take this lesson home to themselves.

#### V. Length of daily lesson:

1. Adapt to ability of class.  
Give no more words than class can absolutely master.
2. Class ability to learn new words will vary from two in first grade to about 10 in seventh.
3. The new words should be supplemented by review words from previous lessons.

## VI. The recitation:

1. How to conduct the oral recitation.
2. How to conduct the written recitation.
3. Necessity of each word being spelled both orally and in writing.
4. In assigning the new lesson, give suggestions for study.

## VII. Reach the individual:

1. Have each pupil make a list of all the words he misses in his spelling blank, and in his written work, and drill on this list.
2. The pupils may drill each other on these lists.
3. Learn the cause, if possible, for the failure of each pupil: (a) physical, (b) mental; and apply the appropriate remedy. (See State Manual, page 44.)

## VIII. Develop interest:

1. Try to develop a spelling pride in the individual and in the school.
2. While not neglecting drill, vary the method.
3. Utilize the spelling match.
  - (a) Each higher grade against each lower on the textbook assignment of the lower.
  - (b) Divide the school into two groups under two captains.
  - (c) The school against the men of the community, against the ladies of the community.
  - (d) Have match with school nearest.
  - (e) Have spelling champion in each school meet in a spelling match held by County Superintendent at the county seat.
  - (f) Request the County Superintendent to send out occasional spelling tests and report to each school its relative standing in the test.
  - (g) Use other devices suggested in State Manual.

## WRITING

(See Course of Study, page 38)

Writing in primary grades.

1. Recognition of the child in the teaching of writing in primary grades.
  - a. Kind of movements.
  - b. Kind of pencils, papers, crayon, etc.
  - c. Amount of writing required.
  - d. Position at desk.
  - e. Natural way of holding pen and paper.
  - f. Making the writing exercise useful and pleasing.
2. Drill in movements and forms.
  - a. Movements to develop freedom—rhythm.
  - b. Principles developed from movement exercises.
  - c. Drill in writing from dictation and from copies.
3. Influence of good example of writing.
  - a. A permanent set of letters on blackboard or chart.
  - b. Teacher's writing.
  - c. Copy in copy-book.
  - d. Pupil should begin to write at bottom of page.
  - e. Display of neat written work in booklets or bulletin boards.
4. Developing writers who can meet the demands of modern business.
  - a. Reasonable speed.
  - b. Accuracy of form.
  - c. Neat general appearance.
  - d. Ability to endure writing for many hours.

## NUMBER WORK IN PRIMARY GRADES

There is no reason why learning about numbers should not be as pleasurable as learning to read and it should come about the same time in the child's life.

### I. Aims:

1. To lead the child through play to feel the need of more number knowledge.
2. To make the number lesson function in child's life.

### II. Subject matter:

1. Four fundamentals:
  - a. Addition.
  - b. Subtraction.
  - c. Multiplication.
  - d. Division.
2. Common fractions.
3. Simple applications of denominate numbers.

### III. Methods:

1. Establish the idea of more and less; many and few; high and low; long and short.
2. Use objects in developing idea of number. Group cards home made used to advantage.
3. Number associated with stories.
4. Rhymes.
5. Develop the idea of "carrying" by means of splints or objects; also "borrowing" in subtraction.
6. Combinations and separations learned through games—ladder, bean bag, score games and card games.
7. Multiplication and division taught objectively—much oral before symbols  $\times$  and  $\div$  given. (See end of outline for model lessons.)
8. Measure desks, room, school garden, etc. (Each child his own rule.)
9. Measure and cut doll mats and furniture.
10. United States money taught by means of store in school room and profits on school garden.

1. Counting by ones, fives and tens to hundred.
2. Constant drill on 45 additive facts or combinations.
3. Use of letter cards.
4. Use of book (See Manual).
5. Put away objects as soon as child has a clear grasp of relations.
6. Necessity for constant drill.
7. Model Lesson. Multiplication. Aim to teach  $2 \times 2$  and  $2 \times 3$ . (The children have on desks in front of them a small number of tooth picks.)

How many times did you hold up two? Two times two tooth picks are how many tooth picks?

How many times did you bring me three tooth picks? Two times three are how many?

$2 \times 3$  are how many?

After much oral work the written form may be given:

||| |||  $2 \times 3 = 6.$      $3 + 3 = 6.$

The children again have small number of tooth picks or any other objects.

How many twos (||) in 6 || ||

How many threes ( ) in 6

I have six pennies; how many two-cent stamps can I buy?

Apples cost 3 cents a piece. Joe has six pennies; how many can he buy?



When sure the children understand process  
give the written symbol.

6 divided into 2's = 3 twos  $6 \div 2 = 3$ .

6 divided into 3's = 2 threes  $6 \div 3 = 2$ .

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## ARITHMETIC IN GRAMMAR GRADES

The "State Manual of the Course of Study," pp. 29, 30, 31, gives the text books and extent of the work to be covered in the fifth, sixth and seventh grades. The article on Arithmetic by Mr. W. R. Harrison, pp. 85 to 90 of the Manual, gives in more detail the work in each of the seven grades and should be carefully studied as a means of unifying the subject, for the many practical suggestions as to the scope of the work and methods of instruction.

Instructors should be thoroughly familiar with the arithmetic textbooks in use in the schools and, as a rule, should make use of the suggestions and directions given in these books. The textbooks are to be the guides of the teachers in their work.

"The Teaching of Arithmetic," by Smith, published by Ginn and Co., will be found most helpful in stimulating interest in the subject and in meeting the needs of those giving and receiving instruction in arithmetic.

In chapter 1 the history of arithmetic is briefly and interestingly given. A careful study of it will prove a fine stimulus to teachers.

The following principles taken from or suggested by the book will give an abundance of material for institute workers:

(1) Arithmetic is taught because of—

(a) Its usefulness in daily life.

(b) The training of the mind in the power to reason, in accuracy of statement, and in habits of application.

(2) As the mental training to be derived from teaching arithmetic can be secured from the practical parts, the teacher is safe in emphasizing the practical side of the subject.

(3) In emphasizing the practical don't lose sight of the fact that a large amount of abstract work should be given. Skill in the solution of concrete problems does not signify skill in abstract work.

(4) Supplementary problems based on the daily industry of the people should be made by the teacher and given to the class. These problems should be carefully graded to suit the stage of development and degree of progress of the children.

(5) Mental or oral work should be given in every grade. Brooks' New Mental Arithmetic will give ample material and suggestions for this work.

(6) In written work insist on accuracy and neatness in work. Estimating results before attempting the written solution and checking results after solving will aid materially in developing thoughtful students. Some written analysis should be required, but it is just as harmful to require written analysis of every problem as it is to have no written analysis at all.

(7) A simple, clear statement by the child, giving reasons for each step in the solution of a problem is more valuable than the adherence to some memorized form. Ability to analyze should be developed gradually by easy steps.

(8) The standard of the work in arithmetic may be gradually raised by the way teachers mark papers. "There is only one test for a question involving one operation. Either the answer is right or it is wrong. If the problems require some interpretation a teacher may properly mark both for operations and method,—in general, however, papers in arithmetic should be marked, as they are in business, largely by the accuracy of the result."

**References:** - Smith "The Teaching of Arithmetic," Ginn and Co.; Smith, "The Teaching of Elementary Mathematics," Macmillan Co.

Lincoln, "Every Day Pedagogy," Chapter on Arithmetic, Ginn and Co.

McMurry, "Special Method in Arithmetic," Macmillan Co.

Any good book on methods.

## GEOGRAPHY IN PRIMARY GRADES

### I. Aim:

- (a) To enable a child to know his surroundings and to talk intelligently of them. Emphasis should be put on the daily life and its needs.
- (b) To cultivate clear and discriminating observational powers.
- (c) To prepare pupils for the formal study of geography.

### II. Selection of the subject matter:

The teacher should be guided by:

- (a) Adaptation of the subject to the capacity of the child.
- (b) Its adaptation to the season of the year.
- (c) Its ability to be easily related to other departments.
  - Nature study.
  - Language.
  - Reading.
  - Number work.
  - Drawing.
  - Paper cutting.
  - Clay modeling.

### III. Method:

- (a) Conversational lessons.
- (b) Stories and poems.
- (c) Pictures.
- (d) Sand table.
- (e) Hand construction.

### IV. Work must be based on the **home**:

- (a) Forms of land and water.
- (b) Animals and plants.
- (c) Industries and occupation. (Emphasize the work of the mother and the work of the father.)
- (d) Weather conditions.

- (e) Transportation.
- (f) Communication.
- (g) Public buildings. Study of other people.

To this outline the third grade should add the study of the county.

- (a) Make map of county on sand table.
- (b) Make product map of county.
- (c) Exhibition of county products.

Lessons should be developed outside of book. Study **things** rather than about things.

Outline for sand table lesson on Mobile Bay:

1. From Montgomery to Mobile by steamboat.
2. At Mobile take the "Pleasure Bay" and cross the Bay.
3. Baldwin county.
4. Fort Morgan.
5. Sand Island. (Light House.)
6. Fort Gaines. (History.)
7. The channel.
  - Why dug.
  - Its effect on Mobile.
  - Boats leaving Mobile.
  - Boats going to Mobile.
8. Mobile county.
9. Mobile.
10. Locating of ship building plant. Develop reasons for location of this plant.

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## GEOGRAPHY IN GRAMMAR GRADES

(See State Manual, pages 91-105; Everyday Pedagogy, pages 178-90.)

### The Course of Study:

The pupils' knowledge of geography is gained from—

1. The observation of geographical phenomena.
2. Oral instruction of the teacher.
3. Map study.

4. Textbooks and supplementary reading matter.
5. Inferences from facts already learned.

Four phases of psychological development determine the course of study:

1. Observational, comprehending the work of the first two years. Keyword, **recognition**. Payne's Geographical Nature Studies in the hands of the teacher. The aim is to have the pupil acquire the elementary ideas and concepts which he is to use in his further pursuit of the subject.
2. Representative, comprehending the work of the third year. Keyword, **adaptation**. Payne's Geographical Reader in the hands of the pupils. The aim is to clarify the pupils' knowledge and to give him the tools by means of which he is to make further progress in the study.
3. Descriptive, comprehending the work of the fourth and fifth years. Keyword, **acquisition**. Frye's First Course in Geography. The aim, beginning with an intensive study of home geography, is to give the children a birds'-eye view of the countries of the world.
4. Rational, comprehending the work of the sixth and seventh years. Keyword, **rationalization**. Frye's Higher Geography. The aim is to have the children understand man's life and progress and the physical and climatic conditions about him. Procedure is now from effect to cause; from observation, training, and description to judgment and reason.

#### Suggestions for Teaching Frye's Geographies:

1. Broad knowledge of geographical principles.
2. Fresh daily preparation.
3. Conformity to the author's plan.
4. Have pupils use the "Helps" at the end of each lesson in preparing it, but never follow them literally in the recitation. The "helps" in the advanced book include "questions" and "topics," the former to be used by the pupil in preparing for the lesson and the latter to furnish a broad basis for the recitation. The index, the pronouncing word-list, and the supplement should be constantly used by the pupils.
5. Stress essential rather than incidental facts.

6. Follow literally the directions given in the book; as for example, all suggestions to refer to preceding pages, lessons, or maps.

7. Supervise the study of pictures. Some pictures are for oral description, some for modeling, and others for drawing. The order of development should be observation, thought, imagination, narration or reproduction.

8. Train in the reading and interpretation of maps, placing special emphasis upon relief maps. In the preparation of the lesson, have pupils look up geographical features and localize places on the map. See to it that they practice their thinking on a flat surface and with due regard for perspective.

### **Lesson Assignment for Upper Grades.**

Never the mere direction to prepare a definite portion of the text. Proper matters for the assignment are:

1. Explanation by the teacher (books open) of difficult points which the pupils should be able to work out for themselves.

2. Directions to pupils to look up locations of places, features, the meaning and pronunciation of hard words.

3. Three or four sentences written on the board outlining the important points in the lesson.

4. A few thought questions to be written down by the pupils to link this with previous lessons, with the home environment of pupils, or calling for their judgment.

### **Study Recitations.**

When Frye's First Course in Geography is begun, at least one-half of the recitation period should be given over to the study of the lesson to be recited on tomorrow. The text should be used largely as a reading book, the teacher directing the study so as to secure emphasis upon the more important facts. Encourage pupils to ask questions and put forth independent effort.

### **Recitation.**

Vary it and hold pupils rigidly responsible for the task set in the assignment. A good general plan in upper grade classes is as follows:



(a) Teacher announces topic and calls upon pupils to recite.

(b) After pupil tells what he knows about it, other members of the class make corrections, additions, and ask questions.

(c) The teacher, through timely questions or explanations, clears up difficulties and supplements with important facts or details.

### **Map Drawing.**

1. Political; 2, outline; 3, relief; 4, models: (a) papier mache, (b) salt and flour; (c) sand; (d) plasticine. Profitable and unprofitable map-drawing. Specimen maps prepared by pupils in the elementary grades should be exhibited by the conductor.

### **Supplementary Material.**

The knowledge is gained from travel, from geographical readers, from folders, from school correspondence with pupils in other sections, from specimens, and from exhibits may all be used to advantage. Be sure that emphasis is placed upon basal facts rather than upon those that excite curiosity.

### **Imaginary Journeys.**

This is a fine test of the usability of the information the pupils have gathered. No better means could be devised to clarify the child's knowledge of international complications now prevailing in Europe than to take the class on a journey through England, France, Germany, Russia, and in fact through Europe generally.

### **Geographical Outline.**

Furnishes a framework for the pupil to hang his facts upon and gives coherence. A simple outline should be committed to memory for use in grouping the data about any particular geographical area or division. Many other ways of work, as, for example, correlation with history, English, reading, spelling, and frequent excursions and field lessons will suggest themselves to the thoughtful teacher, for "no school subject affords to either teacher or pupils greater opportunity for variety in enjoyment or profit than does geography."



## AGRICULTURE

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THREE periods are to be devoted to this subject, one on each of the following days: Monday, Tuesday and Wednesday. It is suggested that the periods be used in the following way:

**Monday afternoon:** A general inspirational talk on the importance of teaching agriculture in the public schools. At this time the teachers should be acquainted with agricultural conditions in the State and the possibilities of Alabama farms under modern agricultural methods. Crop diversification should be stressed.

About ten minutes at the close of the period should be used to explain the Babcock milk tester, thereby preparing the teachers for the demonstration on Tuesday. Promises of samples of milk drawn on Tuesday morning should be secured from four teachers.

**Tuesday morning:** The Babcock milk test should be made at this time.

The success of this demonstration is assured if the conductor has everything ready for it and is proficient in the use of the tester.

The tester recommended for use in rural schools is the Facile, Jr., Babcock Test Outfit—four-bottle size. It is worth \$5.50 and can be purchased of the Farm and Dairy Supply Co., 31 Peters St., Atlanta, Ga.

**Wednesday morning:** It is suggested that two of the accompanying experiments be performed in the presence of the institute, and in this connection the teaching of the adopted text be discussed.

A very practical use of the period would be to conduct a model lesson in agriculture. If this is done, the lesson should be previously assigned to a class of ten or twelve volunteers from those present, or to a number of sixth and seventh grade pupils of the locality in which the in-

stitute is held. The model lesson should embrace one or more of the subjects from which the outlined experiments are taken.

The following are suggested demonstrations :

- (a) Testing the soil for acidity.
- (b) The treatment of oats for smut.
- (c) The capillary movement of moisture in the soil.
- (d) Some beneficial effects of organic matter on the soil.

**Demonstration (a):** See pages 112 and 113 of the adopted text, *Agriculture for Southern Schools* by Duggar.

The conductor should carry a small package of blue litmus paper to the institute. Fifteen cents will purchase a sufficient quantity for one hundred tests.

**Demonstration (b):** The formalin treatment for smut is found in the Duggar text on pages 233 and 234. Formalin is a forty per cent solution of formaldehyde and can be bought, under the last name, from almost any drug store. Ten cents will purchase two ounces, a sufficient amount for at least six demonstrations.

**Demonstration (c):** Use three white crayons, placed in vertical position in a shallow tin, such as a blacking box top, containing dilute ink. Let the first crayon be unbroken, to represent uncultivated soil; the second crayon broken once near the top and the two pieces carefully placed in the original position, to illustrate the retarding effect of the air space afforded by the break; and similarly break the third crayon near the top, but before placing the broken piece in position, reduce it to a fine powder (to correspond with the soil mulch); then as much of the powder as practicable should be placed on the top of the broken crayon.

Be careful to have all three crayons in position before any ink is added to the shallow tin in which they stand.

Note the delay in the rise of the ink due to the single break and also to the powdered chalk.

Repeat the same experiment with lumps of sugar, on one of which may be placed a layer of pulverized sugar to correspond to a mulch of fine soil. Use may also be made of a lamp-wick or of a towel after one end is dampened to show the gradual rise of moisture.

**Demonstration (d):** To show that fine, well-rotted vegetable matter enables the soil to hold an increased amount of moisture, fill nearly full four old tomato cans having nail holes in their bottoms, with the following:

(1) Clay, (2) sand, (3) about equal parts by volume of clay and fine sifted mould from the woods; and (4) about equal parts of sand and similar mould. By addition or removal bring the four filled cans to equal weights, as shown by scales or by a school-made equal-arm balance. Pour an abundance of water into each can until every particle of soil is saturated. When all have ceased to drip, weigh the cans (or balance them by pairs), and make record of their relative weights—that is, of the relative moisture retained by each.

To show that vegetable matter makes the soil more friable—that is, more easily pulverized—make a mud ball by pressing between the palms of the hands a part of the contents of each of the four cans last mentioned. Expose these mud balls to the sunshine for a day or more and then note the relative amounts of pressure or force required to pulverize each.

#### HERD RECORDS AND THE BABCOCK TEST

The Babcock test for butter fat in milk is so simple, but yet so productive of greater interest in dairy work, that each institute conductor should explain the Herd Record Work to the teachers and give a demonstration in milk testing. The Dairy Department, Auburn, Ala., will be pleased to furnish milk and feed record sheets to farmers who will agree to keep records of their cows' production for one year. It will also personally instruct a limited number of farmers in the keeping of records and the making of the Babcock test. Upon request from the

teachers, circulars and leaflets on all phases of dairy work will be supplied for distribution.

Herd record work is "Bookkeeping with the Cow." It consists in weighing the feed once a month, weighing the milk from each cow daily and testing each cow's milk for butter fat once a month. A number of Alabama farmers have been using this system a number of years.

The advantages of herd record work may be briefly stated, thus:

1. The profitable cows can soon be detected and the unprofitable can be sold, or otherwise disposed of.

2. A good herd can be soon obtained by raising the calves from cows that have proven their worth.

3. Cows can be fed according to their milk production.

4. Stock can be sold for a better price, for it can be accurately determined how much milk and butter fat they produce and at what cost for feed.

5. The whole dairy work is put on a business basis, and not only are profits increased but greater interest is aroused in the dairy work.

It is impossible to determine the amount and quality of milk by looking at the cow or the milk. The milk must be weighed and tested. In order to make an accurate test the work from start to finish must be done accurately, and the following suggestions and instructions are given with the hope of getting best results.

1. When the cow has been milked, thoroughly stir or otherwise mix the milk in the pail, and take a small amount of the milk, say three tablespoonfuls and put it into a wide necked bottle or glass with the cow's name or number on it. The sample should be taken immediately after milking, as it is easier to get a representative sample then. Samples from two milkings in succession should be taken as the fat content of the milk varies in the different milkings. If the samples are cold they will not mix well, and it will be necessary to set the bottles in warm water.

2. As soon as the sample is well mixed, draw into the pipette 17.6cc. of the milk. The upper mark on the pipette is the 18cc. mark and the lower one is 17.6cc. The milk

should be sucked above the mark and by moving the finger it can be gradually lowered until it reaches the 17.6cc. mark, when it can be stopped by pressing the finger firmly and thus stopping the admission of air.

3. Put the milk into the small test bottle. Do not push the end of the pipette down the neck of the bottle as this will not allow the air to escape and will cause the milk to blubber out of the mouth of the bottle. Hold both bottle and pipette obliquely and let the milk run down the side of the neck.

4. Measure out 17.5cc. of commercial sulphuric acid, and rotating the bottle slowly pour down the side of the neck. In this way, any milk in the neck of the bottle will be washed into the base of the bottle.

5. Mix the contents of the bottle by shaking with a rotary motion. The mouth of the bottle should be pointed away from the operator. If any acid should get on the operator or his clothes, it should be wiped off immediately, and ammonia or any other alkali added to neutralize the acid. The mixture should be of a deep chocolate color. If too light, more acid should be added until the proper color is obtained.

6. Place in the tester and rotate at speed indicated for five minutes. Do not stop the machine, but let it stop of its own accord.

7. Add hot water of about 170 degrees until contents reach neck of the bottle.

8. Rotate at proper speed for two minutes.

9. Add hot water to the 7' mark and rotate at proper speed for one minute.

10. Place bottles in hot water bath of 140 degrees for five minutes, being careful that the water is high enough to surround fat in neck of bottle.

12. Read test on graduated neck from the extreme base of fat to the top of meniscus or upper curved surface of the fat column. The fat should be of a golden yellow. If it is light or curdy, the following are the causes: Too little acid, too weak acid, or acid and milk mixed at too low temperature. If the butter fat is black it is due to one of the following causes: Too much acid, too strong acid, or

acid and milk mixed at too high temperature. The acid should be common commercial sulphuric acid of specific gravity 1.82. If chemically pure acid is used, less than 17.5 cc. must be used.

If the operator does not understand how to read the test and calculate the amount of butter fat, he should not make the test. Milk bottles are graduated to test as high as 8% and some 10%. The smallest division in the graduation is one-tenth of one per cent. If the butter fat covers five of the larger units, it means that the milk tests 5%, or that there is 5 pounds of butter fat in each 100 pounds of milk.

A gallon of average milk weighs 8.6 pounds. A gallon of 30% cream weighs 8.3 pounds. Therefore if a cow gives two gallons of 5% milk per day, she would give about .86 pound of butter fat, which would make about 1 pound of butter.


Average Jersey milk will test about 5% butter fat. Milk testing as low as 2% or as high as 7% is likely to be abnormal, or the sampling or testing have been improperly done. Feed will not change the average butter fat content of milk, unless the cow has been underfed or treated abnormally in some way.

For further information on dairying, address Noel Negley, Dairyman, Auburn, Alabama.



## THE SCHOOL AND THE COMMUNITY

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T WOULD be impossible for an honest teacher to read the educational literature of today, to live in contact with intelligent people, and to give any thought to evidences, without being convinced of the so-called greater mission of the school—especially of the rural school—in its relationship to the community life. It is assumed therefore that the rural school, in order to fulfill its mission, must recognize its obligation to fulfill its mission, must recognize its obligation to “give country children a broader and more intelligent acquaintance with country life; a more genuine appreciation of and satisfaction with country life; more adequate training for a more remunerative, more satisfying life in the country; and in addition “to develop a rural community life that is industrially more effective, and that is socially, morally and intellectually more efficient.”

If the above statement be true of the mission of the rural school it is evident that the teacher and the school will bear an important relationship to every movement that looks to the uplift of rural life. Indeed it is expected that the school will often take the initiative and lead in bringing about desirable results in community development along almost any line that may be suggested.

To be definite, let it be said to the teachers of Alabama that the teacher and the school may find their duty and their opportunity in some one or more of the every day problems of rural life, such as:

1. Providing better school buildings, sites and equipment.
2. Improving the sanitary conditions and health in the school and in the community.
3. Raising efficiency in agriculture and farm management.
4. Providing better homes and living conditions.



5. Securing good transportation and marketing facilities.

6. Getting ready for, and inaugurating cooperative projects for the community.

7. Giving attention to the intellectual, moral and aesthetic tone of the community.

8. Improvement of the social and recreational activities of the community.

The mention of these matters suggests so many things that cry aloud for attention that he who is sensible to them is in danger of being discouraged or overwhelmed by the very multiplicity of responsibilities. The teacher must be told again and again to undertake only one general line of improvement at a time. Of course life is so related, one department to another, that it is impossible to improve one phase without improving all phases. But that is incidental and should be so regarded in plans for any community development. Let the teacher, the school and other forces which are available in a community decide upon one specific, definite need to which attention shall be given until the results desired are nearly enough in sight to warrant a change in the point of emphasis or to another problem.

Even with reference to the one problem it should be borne in mind that the whole matter must be mapped and charted; and then the details attacked and mastered, one or a few at a time. Attention to this point is urged because it is here that so many teachers and other people fail.

First the point of emphasis must be determined. After making a preliminary study of the community with reference to its needs, and of its points of possible contact with the school; after some consideration of the men, women, children and organizations in the community; after getting the school under way, having enlisted the friendship, confidence and cooperation of the boys and girls of the school, the teacher will be ready, with the help of the good citizens, to decide what problem shall be first attacked.

Nothing should be undertaken without first determining the definite need for it, the plan of accomplishing the work, what forces are available for the task, what each unit of the forces should undertake, what preliminary work is necessary, and how it must be done. In order to do these things wisely the teacher must first qualify himself for the responsibility which he will necessarily assume as leader; for that he must be, though he keep himself in the background, as he will if he be wise. He must make himself familiar with the local situation; he must get and read bulletins, books, pictures and plans to learn the best things that have been said and done about similar situations. He must come to believe in his cause with all his mind, all his strength, and all his soul, and he must have faith in himself and in the community that the cause will triumph. He must dream dreams and see visions; he must be filled with zeal and enthusiasm, and faith to project the ideal of his dream constantly before his own mind and the mind of the community. He must become willing to give himself over, in season and out, to the accomplishment of the task; and then he must set about it tactfully, in patience, in wisdom, in the passion for unselfish service, with the determination that the work once begun shall never be laid down until he may rest in the sweet consciousness of the miracle of his dream come true in the lives of those with whom he has wrought, and whom he has learned to love..

Suppose you are about to undertake a movement for better sanitary conditions and health in the community. What would you do?

1. Begin in the school, with the children, giving attention to such matters as—
  - a. House, light, heat and ventilation, seats, sweeping, premises, and toilets.
  - b. Drinking water, foods, manner of eating, etc.
  - c. Personal hygiene, cleanliness, teaching it, living it.
  - d. Things ordinarily taught in Physiology and Hygiene.

What would you do next?

2. Find out conditions in the community which need attention, and then provide something looking toward relief.

(Suppose you found the following conditions:

- a. Ignorance about contagious diseases.
- b. Poor facilities for disposal of filth and excreta.
- c. Carelessness and ignorance about drinking water.
- d. Prevalence of flies and mosquitoes.
- e. Poorly prepared foods, ignorance about feeding children, ignorance of food values.
- f. Tendency to place the responsibility for illness and death upon the Lord.)

Then what would you do?

3. Set the school and the community to work to improve conditions:
  - a. Get bulletins and literature, read and get others to read.
  - b. Have a community meeting, prepare a good program, have talks and papers, songs, and the principal event a stereopticon lecture by a physician—the right one.
  - c. Have another meeting, and another main topic.
  - d. Work out plans for getting rid of flies—screens, traps, destruction of breeding places.
  - e. The same for providing toilet facilities—water supply.
  - f. Better cooking club for girls and mothers. Study foods.
  - g. Work for an all-time health officer for county.

#### REFERENCES

"The Work of the Rural School"—Eggleston & Bruere, Harper & Bros.

"Better Rural Schools"—Betts, Bobbs-Merrill Co.

"Country Life and the Country School"—Carney. "The Rural School, Its Methods and Management"—Cutler & Stone, Silver, Burdette & Co.

State Department Bulletins:

U. S. Dept. of Agriculture (Bulletins), Washington, D. C.

U. S. Bureau of Education, Bulletins.

## SANITATION AND HEALTH

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IT IS suggested that the outline of the lecture on Sanitation and Health delivered before the Conference of Institute Conductors by Dr. W. E. Hinds, State Entomologist, a copy of which has been sent each conductor, be used as the basis of a talk on this subject. The conductors should stress the importance of adequate sanitary facilities at each school and, in this connection, the importance of the construction of sanitary closets.

The following extracts are taken from a paper prepared by Dr. Hinds:

"The most important phase of sanitation is that relating to the care and disposal of human excretions. Carelessness in this matter is responsible for a great increase in sickness and in an extremely high death rate.

"The following important diseases are frequently transmitted by flies which breed in or feed upon human excrement: Typhoid fever, cholera, diarrhoea, dysentery, summer complaint, tuberculosis, and hookworm.

"In Alabama in 1913, 6,000 babies died before becoming two years of age. There were also 4,000 deaths from tuberculosis and 900 from typhoid fever. Literally thousands of these deaths might have been prevented had there been proper information and practice regarding the use of sanitary closets. Practically half of the homes and schools in rural districts in the South are unprovided with closets.

"Improvement in these conditions should begin at the school. Superintendents and teachers should be held responsible for the institution and maintenance of sanitary conditions and the giving of such information as will safeguard health and life among the pupils. Proper closet construction can and should be studied and may furnish a valuable practical exercise, especially for the older boys

of the school. Pupils should then be encouraged to improve the conditions in their homes.

"Fly control is an essential point in sanitation. Fly breeding should be prevented by removing or treating the accumulations of stable manure. Closets should be made strictly fly proof. Good closets cost less than doctors' bills and coffins."

#### PUBLICATIONS RELATING TO FLIES AND SANITATION

U. S. Dept. of Agriculture, Farmers' Bulletins:

No. 270, Modern Conveniences for the Farm Home.

No. 459, House Flies.

No. 463, The Sanitary Privy.

No. 155, How Insects Affect Health in Rural Districts.

U. S. Dept. of Agriculture Bulletins:

No. 57, Water Supply, Plumbing and Sewerage Disposal for Country Homes.

No. 118, Experiments in the Destruction of Fly Larvae in Horse Manure.

U. S. D. A. Bureau of Entomology Bulletins:

No. 78, Economic Loss to the People of the United States Through Insects that Carry Disease.

U. S. Treasury Department: Public Health and Marine Hospital Service:

Public Health Bulletin No. 37, The Sanitary Privy: Its Purpose and Construction.

Public Health Bulletin No. 68, State Disposal of Human Excreta at Unsewered Homes.

Kentucky State Board of Health, Bowling Green, Ky.:

Bulletin, Vol. III, July, 1914, Prevention of Typhoid Fever and the Kentucky Sanitary Privy.

Alabama State Board of Health, Montgomery, Ala.:

Bulletin: Typhoid fever.

Special Bulletin: The House Fly.

Alabama Experiment Station, Auburn, Ala.:

Press Bulletin No. 56, Fight the Fly.

Circular No. 32, Fly Baits.

## COMMUNITY CLUBS

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IN VIEW of the fact that agriculture is one of the subjects to be stressed in the institutes, it is deemed wise to present this subject as related thereto, however not to the exclusion of social features which should have a place on every club program.

It is the purpose of the Office of Markets and Rural Organization of the U. S. Department of Agriculture, co-operating with the Alabama Agricultural Experiment Station, the Commissioner of Agriculture, the State Department of Education, the State Health Department, and other organizations, to furnish suggested programs for community meetings in any locality in the State.

These community meetings are not to interfere with any organizations already in your community. If you have a Farmers' Union Local, a Boys' Corn Club, a Girls' Canning Club, a Marketing Association, or other organizations, the members doubtless will be glad to cooperate in such discussions as will be given in the community meeting. It should furnish common ground on which all the men, women, boys, and girls may meet for the discussion of topics of interest to the community.

Programs, accompanied by outlines written by experts, will be sent out every two weeks to those communities desiring them. These community meetings should be placed in general charge of a committee representing the different local interests, including the school, the churches, and various other organizations. When a program has been made out, the paragraphs and references should be turned over to the persons who are to discuss the topic. They should have access to bulletins, year books, papers, etc., for reference, and the agencies already mentioned will be very glad to supply such material as may be available.



The social side of such meetings should not be neglected. Some kind of entertainment should be arranged for each meeting following the more formal discussion.

Communities using these programs are requested to fill out the inclosed blanks after the meeting and return them. The object in requesting this is that we may know what is being done in each community and may be able to help you with suggestions or otherwise. Report blanks and franked envelopes, which require no postage, will be sent out with each suggested program.

If your community is interested in this work and desires further information, please feel free to write to the Extension Service, at Auburn, Alabama.

#### A SUGGESTED PROGRAM FOR FIRST COMMUNITY MEETING

It is presumed that a preliminary meeting has been held at which arrangements for a program have been made, so that actual discussions may start at this first meeting.

1. Meeting called to order—7:30.
  - Reading of letter accompanying program.
  - Election of chairman and secretary.
  - (Program committee to be appointed by chairman at this time or later.)
2. Music or song—8:00.
3. Program: Topic, Preparing Farm Products for the Market.
  - (The following topics may be discussed in illustrating certain essentials in preparing products for market.)
  - Cotton Handling and Marketing.
  - Preparing Irish Potatoes for Market.
  - Preparing Sweet Potatoes for Market.
4. General discussion—8:55-9:15.
5. Games and refreshments—9:15-9:45.



## PREPARING IRISH POTATOES FOR MARKET

(A type of instruction)

1. **Harvesting:** The farmer, when he is harvesting potatoes, should remember that they are tender, perishable products, and that every bruise or cut forms a place for moulds and rots to gain entrance and thrive. Whether potatoes are dug by a machine or by hand it is of prime importance that the injuries caused by the operation be reduced to a minimum. The carrying and keeping qualities of a carload of potatoes vary according to the amount of injured stock mixed in.

2. **Sorting and Grading:** Mechanical potato graders are coming into more common use and commercial growers find that these grades are efficient aids in helping them to raise the standard of their shipping stock. Whether sorted mechanically or by hand all potatoes that are scabby, diseased, cut or badly bruised, under or oversized, or possessed of irregular growth should be culled out. The rest should be graded carefully into two grades or more, as suggested in Office of the Secretary Circular No. 48, "Marketing Maine Potatoes."

3. **Brands and Inspection:** To advertise one's products and build up a reputation for them, brand marks are essential. The brand means little, however, unless it is backed up with strict grading rules which are enforced by rigid inspection. When it is once known among buyers that by ordering a certain brand of potatoes they will always receive stock that is up to specifications, sale for that brand is practically assured at a fair market price and the brand name becomes one of the most valuable assets possessed by an individual shipper or a shipping organization.

**References:** Office of the Secretary, Circular 48, Marketing Maine Potatoes. 1915. The Progressive Farmer, May 29, 1915, pages 5 and 18.

G. V. Branch,  
Office of Markets and Rural Organization.

## SWEET POTATOES

An outline similar to that suggested for the discussion of Irish potatoes, can be used for sweet potatoes.

**References:** Farmers' Bulletin 520. The storage and marketing of sweet potatoes. 1912.

It is suggested that a practical demonstration be made of good and poor methods of preparing potatoes for market by means of actual exhibits of the two methods.

## REPORT OF COMMUNITY MEETING HELD

At.....in....., Alabama.

(Place of meeting)

(Town)

Date of meeting....., 1915. Time of opening..... ;

Time of closing.....

Attendance: Total, ..... Men, .....; Women, ..... ;

Boys under 14, .....; Girls under 14, ..... .

Subjects discussed.....

Number of men taking part in discussion.....

Number of women taking part in discussion.....

Suggestions as to subjects for future meetings:.....

Other features of the meeting, such as:

Games (names).

Readings or recitations (names).

Music (character).

Stories.

Refreshments (yes or no).

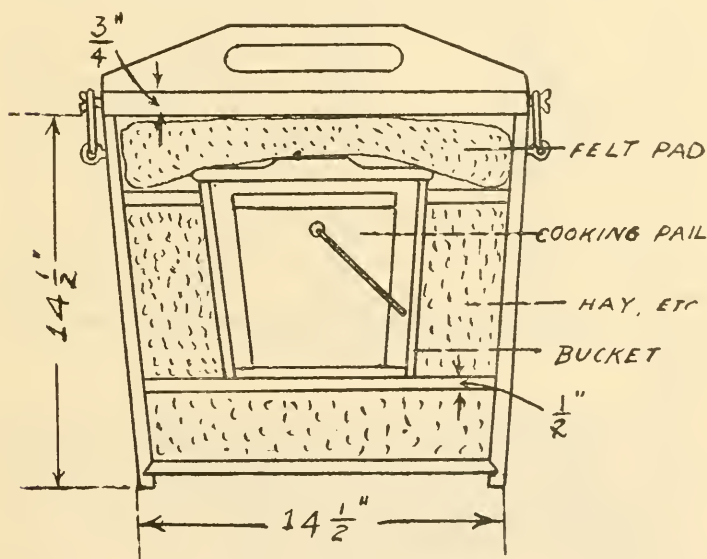
Remarks: Suggestions for future meetings, needs, general interest shown, etc.

(Signed).....

Address.....

## MANUAL TRAINING

**T**HE instructor should secure for class use two or three hammers, two or three hand saws (cross cut), a framing square, a compass-saw or key-hole saw, two or three rules, a brace and bit. It will be well to carry a set of ordinary tools with him for institute work, and in each town borrow one or two additional hammers and saws for use while there.



FIRELESS COOKER

**Material:**

- 1 lard tub or candy bucket.
- 1 eight or ten-quart enameled bucket fitted with lid.
- Material for top, rack, etc.
- Excelsior, hay or newspapers.
- 2 hooks with screw eyes.
- Small nails, etc.

**Problems:** The problems selected for this year's work are three: The fireless cooker, the sand table, and the san-

itary toilet. The first two will be used during the institute week. The third is given in order to show teachers how to build a sanitary toilet for their schools. The designs for the fireless cooker and the work-bench are furnished by Prof. M. T. Fullan, Auburn.

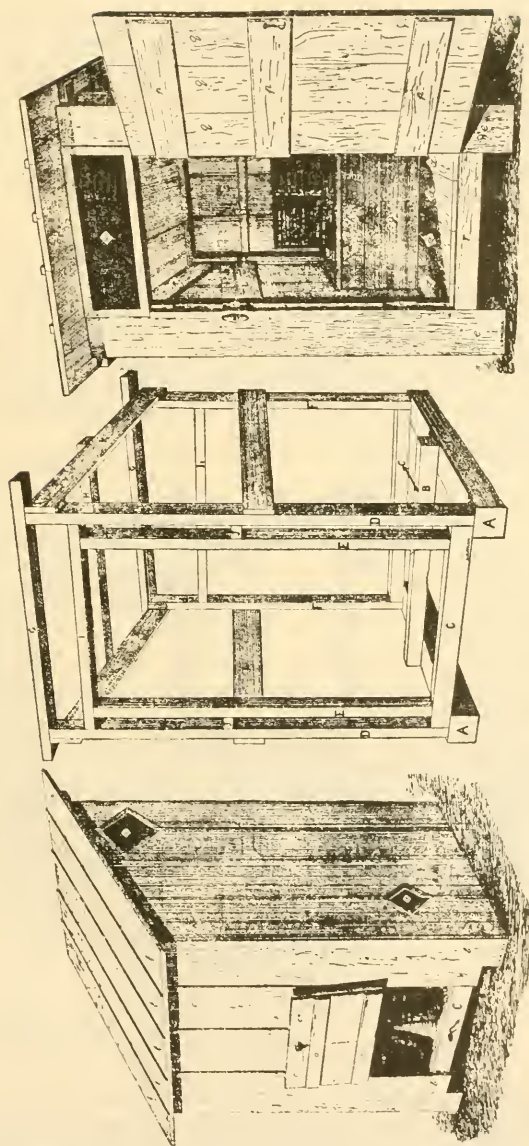
The container is made of a wooden bucket (empty lard tub) of about dimensions given in accompanying figure. The inner receptacle is a two-gallon enameled bucket and cover, which can be purchased of the grocer or hardware dealer. This bucket is located so that its position is about central in respect to the space on each side and also above and below. A piece of board about  $\frac{1}{2}$  inch thick and about 12 inches wide is shaped with a compass saw to the curve of inside of tub and secured with nails neath the bucket. At the top of the bucket and located just below the upper rim is a ring of wood, composed of two pieces  $\frac{3}{4}$  inch thick sawed out with compass saw, making the inside circle fit the outside of bucket and the outside circle fit the tub at that position. It can be secured with screws or nails as desired. A top to the tub is made of two or more pieces of lumber fastened together and secured to the handle as shown in the figure. The inner or cooking pail can be of any convenient size to fill the space allowed in the bucket, or two smaller tin buckets can be used if desired to cook two different kinds of food at the same time.

Between the bucket and the tub is placed insulating material which has the property of preventing transfer of heat. It may be chopped hay, excelsior, or a pulp made from newspapers. Between the top of the bucket and the top of the tub is placed a pillow stuffed with the same material and marked "felt pad." Two screw hooks and eyes are used to hold the top in position.

#### SANITARY TOILET

**Bill of material** (use either rough or dressed lumber):

- 1 piece, 6 by 6 inches by 8 feet long, 24 square feet.
- 1 piece, 4 by 4 inches by 12 feet long, 16 square feet.
- 5 pieces, 2 by 4 inches by 16 feet long, 54 square feet.
- 3 pieces, 1 by 6 inches by 16 feet long, 24 square feet.
- 2 pieces, 1 by 9 inches by 9 feet long, 14 square feet.



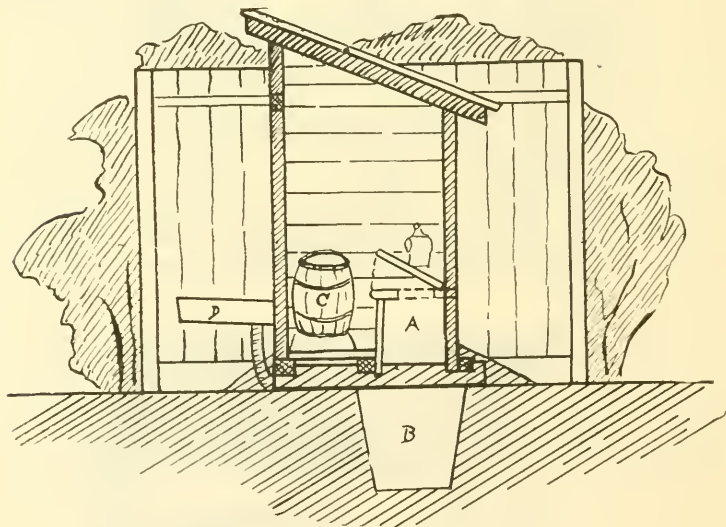
SANITARY TOILET USING BUCKET SYSTEM.—FROM FARMERS' BULLETIN 463, U. S. DEPARTMENT AGRICULTURE.

3 pieces, 1 by 10 inches by 7 feet long, 18 square feet.  
 15 pieces, 1 by 12 inches by 12 feet long, 180 square feet.  
 12 pieces,  $\frac{1}{2}$  by 3 inches by 16 feet long, 48 square feet.  
 2 pounds of 20-penny spikes.  
 6 pounds of 10-penny nails.  
 2 pounds of 6-penny nails.  
 7 feet screen, 15-mesh, copper, 12 inches wide.  
 4 hinges, 6-inch "strap," for front and back doors.  
 2 hinges, 6-inch T, or 3-inch "butts," for cover.  
 1 coil spring for front door.

The seat and covers should be of dressed lumber.

Full directions for making a sanitary toilet can be found in Farmers' Bulletin No. 463, "The Sanitary Privy," U. S. Department of Agriculture, Washington, D. C.

Note: If it is not found feasible to erect a full size toilet during the institute week, a smaller model, one-fourth size should be made.



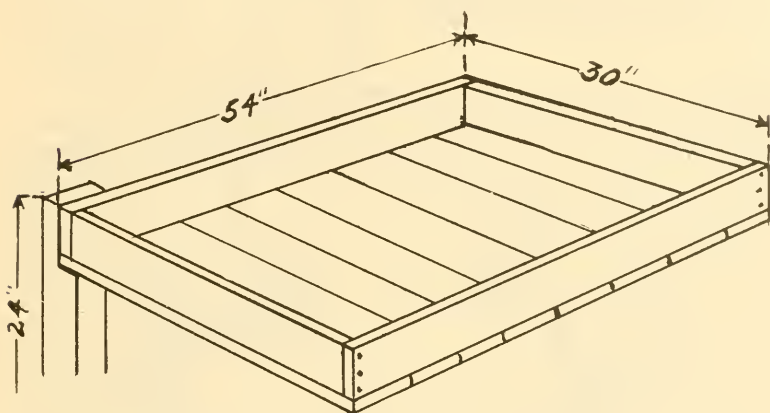
SANITARY TOILET USING PIT SYSTEM.

(A) Box with lids. (B) Pit, three feet deep. (C) Barrel of dry earth. (D) Boys' urinal.

In making this toilet, the only difference is in having sills one foot longer than usual, to reach across pit. The pit is first dug and toilet placed over it. The back of toilet



is enclosed to ground. The essential feature in using the pit system is to have the toilet and pit absolutely fly and water proof. The earth taken from pit is banked up around the foot of toilet to drain water away. The pit is not large and is used for one year only. The next year, a new pit is dug, the toilet moved over it and the old pit filled up. For this reason the pit should not be more than 3 feet deep.



SAND TABLE

Frequently requests are made by teachers in rural schools for an inexpensive model of sand table for use in classes in primary history or geography. The model presented is very simple, and the inside of top can be lined with oil cloth if it is desired to use water in connection with the lessons.

**Bill of material** (use dressed lumber):

2 pieces 1 by 3, 54 inches long.

2 pieces 1 by 3, 28 inches long.

4 pieces 2 by 4, 24 inches long.

12 sq. ft. boards,  $2\frac{1}{2}$  foot lengths.

2 dozen nails, No. 8— $\frac{1}{2}$  lb. nails No. 4.

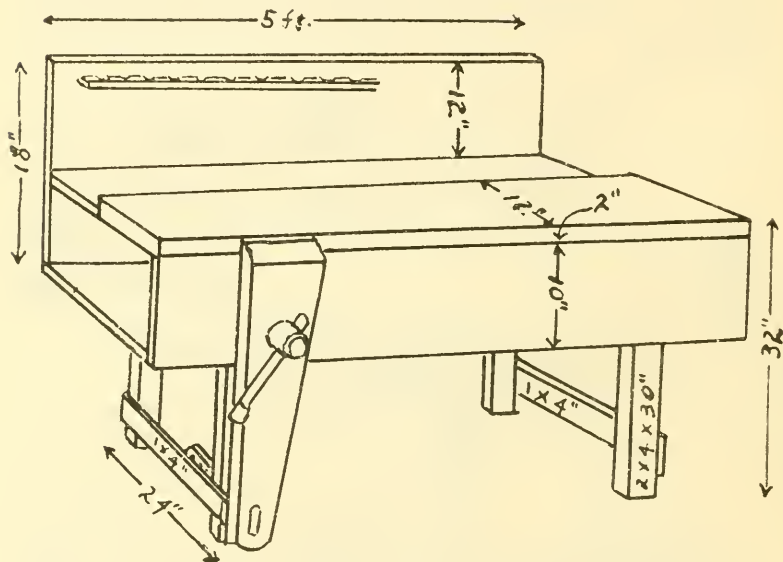
$1\frac{3}{4}$  yards oil cloth 36 inches wide for lining.

First make frame by tacking the two long pieces across ends of the short pieces, using No. 8 nails. Then nail on bottom and saw off flush with sides. Legs can be cut out to fit corners and fastened on with No. 8 nails.



## WORK BENCH

This is given merely for reference for those teachers desiring an inexpensive work bench for rural schools. It need not be made during the institute.

**Bill of material:**

- 1 piece 2 inches by 12 inches by 5 feet, top.
- 4 pieces 2 inches by 4 inches by 30 inches, legs.
- 2 pieces 1 inch by 9 inches by 24 inches.
- 2 pieces 1 inch by 4 inches by 24 inches.
- 1 piece 1 inch by 10 inches by 5 feet.
- 1 piece 1 inch by 12 inches by 5 feet, back.
- 1 piece 1 inch by 6 inches by 5 feet, back.
- 2 pieces 1 inch by 3 inches by 18 inches, battens.
- 2 pieces 1 inch by 8 inches by 24 inches.

## DOMESTIC SCIENCE AND ART

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### LESSON I

1. Reports of work done during the year in Domestic Science and Domestic Art.

2. Classification of Foods.

Food is the material taken into the body to supply heat and energy, to build up the body and to supply tissue waste. The following classification is to designate the kinds of foods.

Proteins—Form tissues and furnish heat and energy. White of eggs (albumin), curd of milk (casein), lean meat, gluten of wheat.

Carbohydrates—Sugar and starches furnish heat and energy (transform into fat).

Fats—Fat of meat, butter, olive oil, etc., furnish heat and energy.

Mineral matters—(Ash) share in forming bone, assist in digestion, phosphate of lime, potash, soda, etc.

Water forms a large part of all food. Three-fourths of our own body's weight is water. (Mineral matter and water are not classed as food). Water acts as a solvent for the building materials, removes the waste, especially those secreted through the kidneys. The salts are found most abundantly in vegetables, fruits and milk and are necessary for bone formation, for the blood and other fluids of the body. As will be seen from this classification all of the foods serve as fuel to yield energy in the form of heat and muscular power, but only one class of foods, proteins, build tissue.

Foods containing a high percentage of proteins are: eggs, peas, milk, beans, cowpeas, lean meats, peanuts, fish, lentils, poultry.

The cereals, oats, wheat, corn, etc., also contain protein. The statement that rich food in proteins does not necessarily mean that it is richer in protein than the carbohy-

drates or fats. For example, the cereals contain a greater per cent of carbohydrates than of protein. Also in legumes, beans, peas, lentils, cowpeas, etc., the per cent of carbohydrates may be very high.

Foods containing a high percentage of fats are: Fat meats, as bacon and pork, cream, butter, lard, nuts, yolk of eggs, vegetable oils, peanuts, olive and cotton seed oil.

Foods containing a high percentage of carbohydrates are: Cereal and cereal products; potatoes and other starchy vegetables, sweet fruits and sugar. Legumes also contain carbohydrates.

Mineral salts are found in all of our food stuffs but principally in the green vegetables, fruits, milk, egg yolk, whole meat and other cereal products. If green vegetables and fruits form a conspicuous part of the diet, the mineral salts will be adequately supplied. Water is found in all foods, especially in fresh fruits, fresh vegetables, milk and beverages.

**References:** Foods and Household Management, Kinne and Cooley, McMillan Publishing Co., Atlanta, Ga.; Household Science and Arts, Morris, American Book Co., Cincinnati, O.; Farmers' Bulletin, No. 142.

## LESSON II

### Preparation of Meat Substitute Dishes

Choice of two of the following to be made at institute:

#### Cheese Fondue

1 1/3 cupfuls of soft, stale bread crumbs,	4 eggs, 1 cupful of hot water,
1 1/2 cupfuls of grated cheese.	1 2 teaspoonful of salt.

Mix the water, bread crumbs, salt and cheese; add the yolk thoroughly beaten; into this mixture cut and fold the whites of eggs beaten until stiff. Pour into a buttered baking dish and cook thirty minutes in a moderate oven. Serve at once.

The food value of this dish, made with the above quantities, is almost exactly the same as that of a pound of beef of average composition and a pound of potatoes combined. It contains about 80 grams of proteids.

#### Scrambled Eggs with Cheese

1 cup of grated cheese,	A pinch of nutmeg,
4 eggs,	1/4 teaspoonful of salt.

Beat the eggs slightly, mix them with the other ingredients, and cook over a very slow fire, stirring constantly, so that the cheese may be melted by the time the eggs are cooked. In food value this dish is equal to nearly 1 pound of average beef.

#### Egg Vermicelli

2 "hard boiled" eggs, slices of toasted bread, 1 cup medium white sauce made with the following proportions: 1 cup milk, 2 tablespoons butter, 2 tablespoons flour, salt, pepper.

Cook 2 eggs 8 or 10 minutes in boiling water. Separate the yolk and the white of the eggs. Cut the white into small cubes or pieces, and mix with one cup of medium white sauce. Pour this over slices of buttered toast and sprinkle with grated yolks over top. A dash of paprika adds to the attractiveness of the dish.

**References:** Foods and Household Management, Kinne and Cooley; Farmers' Bulletins 128, 363, 487, 121.

### LESSON III

#### 1. Canning Demonstration.

Explanation of the principles of canning, why fruit and vegetables spoil, prevention of spoiling.

Sterilization of glass jars, lids and rubbers.

Pack whole peeled tomatoes in jars and add juice of tomatoes and 1 teaspoon of mixture (2 parts sugar to 1 part salt). Sterilize tomatoes in jar, twenty minutes, in boiling bath, lid on jars, but not sealed. Seal at end of processing.

## 2. Fireless Cooker.

Principle: The principle of the fireless cooker is to retain the heat obtained by first boiling the food a few minutes. It is then placed in the cooker which does not allow the heat to escape. The food must be heated in the same vessel placed in the cooker. The vessel must have a tight cover and be moved from fire to cooker as quickly as possible. A hot soapstone or cook stove lid is placed in the cooker with the food when higher temperature is needed or longer cooking desired.

See article on Manual Training for directions for making a fireless cooker.

### FIRELESS COOKER RECIPES

Choice of one of the following to be cooked at institute:

#### CEREALS

##### Hominy Grits:

5 cups water, 2 teaspoonfuls salt, 1 cup hominy grits. Pick over and wash hominy grits. Have the salted water boiling and add the hominy slowly so as not to stop the boiling. Continue to boil rapidly for ten minutes over the fire, then place the vessel into the cooker as quickly as possible and allow to remain (over night) for about 12 hours. The vessel of hominy may be placed in another vessel of boiling water before being placed in the cooker.

##### Oat Meal:

3 cups water, 1 teaspoonful salt, 1 cup oatmeal. Carefully look over the oatmeal and remove any husks or foreign substances. Add gradually to the boiling salted water and boil rapidly for 10 minutes stirring constantly. Now it may be put into the cooker. After 2 or 3 hours it is soft but a better flavor will be developed by longer cooking. It may remain in cooker over night in the same manner the hominy grits are cooked (about 12 hours). Next morning it may have to be reheated: to do this, set the cooker pan in a pan of water over the fire. When the water boils up well, the oatmeal may be served.

References: Farmers' Bulletins 359, 521, 203, 426.

## LESSON IV

## Course in Sewing

The course outlined could be used in rural schools very effectively.

## 1. Dusting cap.

Stitches used: Basting, running stitch or hemming, overhanding (lace), back stitch (sewing on beading).

## 2. Sewing apron. Basting, overcasting, half-back, feather stitch.

## 3. Hemstitched towel.

## 4. Cross stitch—on towel. Original design used.

## 5. Corset cover. French seams. Basting and fitting.

## 6. Button-holes on corset cover. Sewing on button holes.

## 7. Hemmed patch.

Overhand patch.

Darning.

## 8. Petticoat. Commercial pattern. French seam. By hand or machine.

## 9. Petticoat. Placket, band, hem, ruffle.

## 10. French hem on napkin.

## 11. Initials embroidered on napkins.

## 12. Cook apron. Machine or hand work.

## Suggestions for Summer Sewing Contest

Age of girls 12-18. Clubs of four or more.

## 1. Stocking Darn.

## 2. Hemmed Patch.

## 3. Hemmed Towel.

## 4. Sewing Apron.

## 5. Cook Apron.

Prize awarded to one whose entire set of five articles is judged as best.

**References:** Shelter and Clothing, Kinne and Cooley, McMillan Co.; Household Science and Arts, Morris; Extension Bulletin No. 16, College of Agriculture, Lincoln, Neb., Household Arts, Vol. 13, No. 2. State Board of Agriculture, Columbia, Mo.



## SCHOOL IMPROVEMENT

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1. Take hold of this subject as if you realize its wonderful possibilities and believe that the people are going to enter into it with genuine enthusiasm.

2. Communicate with the county president when you receive your assignment and learn what has already been done in this work in the county.

3. If the county president has been faithful and efficient, try to have her re-elected, if not, try to find a better one. As a rule, the president should be some public-spirited woman not engaged in teaching. If possible, a woman, not a man, should be elected to this position. A teacher may be elected secretary of the organization and usually this should be done.

4. If you do nothing yourself for the cause of school improvement, try to leave a good strong organization in each county. This will furnish a basis for work during the next year.

5. A number of reports have been sent to the county superintendent in the package containing the material from the Department of Education. Try to induce those teachers who have not sent in reports to fill and send them in.

6. Examine annual report of Department of Education for information about S. I. A. work.

7. A suggested scheme for presenting the work of the association to the institute follows:

1. Song—ALABAMA.

2. Talk by county school improvement president or institute workers on the general work of the school improvement association throughout the State. Arrange for the attendance of the County President at the annual meeting in October.

3. Have each teacher present report what has been done in the school improvement work during the past year.



4. Round table—The especial needs of this county and what we should emphasize during the year 1915-16.

5. Discussion—Is it practicable for us to hold school improvement meetings monthly at the county seat in connection with the reading circle?

6. Explain the importance of keeping accurate and correct records of the work done and the necessity of sending in reports promptly when called for by the county and state presidents.

7. Impress upon the school improvement forces of the county the necessity of lending their hearty cooperation to the illiteracy sub-commission in the effort to eliminate illiteracy.

8. Annual election of officers.

## ALABAMA TEACHERS AND PUPILS READING CIRCLE

### I. Origin and History.

(See Proceedings of A. E. A., 1909.)

### II. Purpose: (See Constitution A. E. A., 1909.)

### III. Growth.

Year	Teachers' Books	Pupils' Books
1909-10 .....	1940	.....
1910-11 .....	2298	431
1911-12 .....	2477	7584
1912-13 .....	2143	19434
1913-14 .....	3952	33185
Totals.....	12810	60634

Three reasons for the growth of the movement:

- I. Graded lists.
- II. Cooperation of State Department.
- III. Employment of a secretary.
- IV. Organization at Institute.

**IV. Distribution:**

1. Of libraries for pupils. (Use map.)  
(Special plan in Jefferson county.)
2. Of teachers who are doing the Reading Circle work. (Use map.)

**V. Relation of the A. T. R. C. to work of the State Examining Board.** (See bulletin issued by the State Department of Education.)

**VI. How Procured:**

1. Libraries for pupils.
  - (a) The library law.
  - (b) The depository.
2. Teachers' Books.
  - (a) Through the depository.
  - (b) Begin early.

**VII. Organization:**

1. State:
  - (a) Officers and their duties.
  - (b) Depository.
2. County.
  - (a) Officers and meetings.
  - (b) Ordinary county plan.
  - (c) District plan.
  - (d) The Jefferson county plan.
3. Certificates and Diplomas.
  - (a) How to secure them.
  - (b) Number issued—13 first year, 14 second, 45 third year.
4. The adoptions for the coming year.

**VIII. How to get a Rural Library.**

1. Library and book "Showers."
2. Private subscription.
3. Library fee or shares.
4. Entertainments.

**IX. Stories of Success with Circle or Library.**

1. Teachers.
  - (a) In the state.
  - (b) In this county.
2. Pupils.
  - (a) In the state.
  - (b) In this county.

**X. Suggestions for Improving the Plan in this County.****XI. Reorganization.**

**XII. The uniform program** for the county institutes this summer sets apart a period on Tuesday, Wednesday and Thursday mornings. On Tuesday and Wednesday mornings the teachers will bring their books with them and the instructors will assign and conduct regular lessons. On Thursday morning the organization will be perfected and the plans for the work in the county for the coming year will be formulated.

**XIII. The Latest Adoptions.**


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**TEACHERS' COURSE**


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**1915-16**

	List	Single Copy
1. Human Behavior (Colvin & Bagley)— Macmillan .....	\$1.00	\$0.90
2. Abolition Crusade and Its Consequences (Herbert)—Scribners .....	1.00	.80
3. Agriculture and Life (Cromwell)—Lip- pincott .....	1.50	1.00
4. Civics and Health (Allen)—Ginn.....	1.25	1.00
5. Every Day Pedagogy (Lincoln)—Ginn.....	1.00	.80

## RECREATION AT THE INSTITUTE

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FOR obvious reasons neither the value nor the purposes of games and play in school can be discussed in this brief paper. Suffice it to say that they do have value and importance that have been recognized far too little and too seldom by the teachers of our public schools. If the institutes will do something to call attention to the matter in an impressive manner, and do something to suggest ways of dealing with it, they will have performed an important service.

It is well, if possible, to have a little time devoted to the discussion of the importance, the purposes, and the spirit of school games and play. Follow this with a period of a few minutes for hearing suggestions and experiences from teachers. Close by playing some simple, enjoyable game.

The institute conductors should plan definitely for at least one game to be taught each day, in addition to such games as may be taught or suggested in connection with the subjects of geography, arithmetic, language, etc. The number may be increased as opportunity offers.

The opportunity to give more attention to recreation will be greatly enlarged if some means is devised by which the teachers can be served with cool water at proper intervals, without the loss of time. To which end the following suggestion is made, to be modified or changed as occasion directs:

On Monday have each teacher supplied with a folding paper drinking cup, to be kept in notebook or otherwise convenient for use. (Arrangements can be made in advance for a supply of cups which will add only a few cents to the expenses of the institute.) Have two or three buckets and dippers, and designate as many reliable young men to see that the water is always in readiness and to serve it when it is time to do so.

At such intervals as conditions require, particularly at recess, water may be served to the teachers while they are at ease, in conversation, seated at their regular desks, the individual cups being filled by the monitors as they pass up and down the aisles. A bucket for waste water may be carried by an additional monitor if it be found necessary.

In the above way the ordinary number of teachers at an institute can be served within a period of five minutes, or less. This will give time enough that several minutes of the recess may be devoted to play under the direction of the conductors or some teacher appointed by them. Besides this, five minutes may be taken from the program once a day at such time as circumstances demand recreation.

Remember, if the right play spirit is wanting the play will lose the most of its value. To quote from *School Methods*, "Open the windows, get the children out of their seats, and for three or five minutes let them engage in some interesting game, encouraging a genuine laugh and applause for the winners, and you accomplish much toward banishing fatigue and putting zest into another period of close, earnest work."

Conductors will find it necessary to take with them such things as balls, bean bags, etc., as they expect to use in the institutes.

The following games taken from *School Methods* are given for convenience. Some conductors will prefer to use others, and should do so.

1. For resting and stretching. **Tiptoe Catch.**  
(Have copied from *School Methods*, Vol. 1, p. 178.)
2. Marching Game—**Presto, Change!**
3. Races:
  - (a) **Crow Race.** (Men can play this for fun.)
  - (b) **Eraser Race.** (Ladies play this for fun.)
4. Ball or Bean Bag Game—**Toss and Catch.**
5. Sharp Eyes Game—(Copy number one).
6. Sharp Ears Games—(Nos. 4 and 5).
7. Sensitive Fingers Game—(Copy number one).

## REFERENCES

- School Improvement Bulletin, pages 35-40.  
Games for the Playground, Home, School and Gymnasium—  
Jessie H. Bancroft, The Macmillan Co.  
Public School Methods—volume one—School Methods Co.  
See Lincoln's "Everyday Pedagogy," pp. 277-281.

## SET-UP EXERCISES

Set-up exercises are intended quickly to brace or set up the muscles, nerves and spirit of a child or teacher after a period of hard or tedious work. They are intended for children of all ages.

Two facts, however, should always be borne in mind by the teacher who desires to make the drill a benefit and a joy to the child.

Do not make the drills appear as a lesson forced upon the child; but keep him looking forward to them as a reward for a good lesson. Also, remember that you are aiming to rest the brain, for exercising the muscles without resting or stimulating the brain has only a small temporary effect. The brain and body can be rested by a change of occupation. These drills or rest exercises need not consume over five minutes and should always be done with a snap and vim. Be sure your windows are raised before giving any rest exercise for children need all the fresh air to be had.

Teachers should learn the exercises and take an active part in them, being careful that their own movements are quickly and correctly done.

When a class becomes tired and interest flags, stop your work and give a rest exercise. The time will not be lost for the class will return to the work with renewed energy and interest.

## REST EXERCISES

## No. 1

All may stand up in the aisles,  
Make good straight lines for a while.  
Hands on hips, hands on knees;  
Put them behind you, if you please.

Touch your shoulders, now your nose;  
Touch your ears, and now your toes.  
Raise your arms high in the air;  
Down at your sides, now touch your hair.

Hands at sides now you may place;  
Touch your elbows, now your face.  
Raise hands up high as before,  
Now you may clap them, 1, 2, 3, 4.

Now sit down, hands fold once more,  
Eyes to the front, feet on the floor.

### No. 2

Arm stretching with knee bending, class stand in two counts, one, two. Raise on toes, stretch arms sideways as far as possible, bend heads stiffly backward in one count; on second count bend knees as far as possible, head brought forward, hands touch floor between feet.

Close observation should be made to see that the children's trunks are not bent forward.

The next count will bring children to first position with heads back and arms sideways. On fourth count we have attention.

During this entire drill children should be balanced on tip toes. This exercise requires the use of many parts of the body, and should not be repeated to any extent in a drill until children are accustomed to the movements.

### No. 3

#### Finger Flexing

This exercise is used to counteract the tiresome effect on the children's hands of writing.

At first count arms should be extended sideways parallel with the shoulders, the fists kept tightly closed.

When the second count is given, the hands should be violently opened and the fingers stretched as far apart as possible.



Each alternate count should mean hands closed, then hands back to one, the last count, or one, being position.

This exercise may be repeated by raising the arms overhead, then vertically in front.

**No. 4**

**Breathing**

Inhale several times by rapping on the chest or while contracting the lungs. At count of one arms thrown directly forward and lungs contracted or squeezed together as tight as possible. Count 2, fill lungs full of air while in that position. At next count shoulders and elbows should be forced backward as far as possible with arms doubled and air still kept in lungs. Exhale forcibly at fourth count. Remember to inhale through the nose, slowly, with mouth closed and to exhale forcibly through mouth.

## INSTITUTE WORKERS

### WHITE

Allgood, R. V.	Avondale Station, Birmingham
Belser, Danylu	Pike Road
Brown, C. A.	Birmingham High School, Birmingham
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Ledbetter, R. E.	Cullman
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Smith, T. W.	care Y. M. C. A., Montgomery
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Tilman, Rayner	1104 N. 30th St., Birmingham
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---

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Marsden, R. A. ....	Tuskegee
Moses, S. E.....	Anniston, 17th and Cooper Sts.
Munroe, Mary F.....	Montgomery, 27 Elmwood St.
Parker, A. H.....	Birmingham, 620 Mortimer St.
Richardson, Clement.....	Tuskegee Institute
Roberts, E. C.....	Tuskegee Institute
Taylor, R. W.....	Cottage Grove
Trenholm, G. W.....	Tuscumbia
Whiting, Mrs. H. A.....	Tuskegee Institute
Wood, W. R.....	Ensley





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